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AUTHOR	Simonds, Robert L.
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ABSTRACT

Highlighting vocational education philosophies and needs in individual school districts in Alaska, this position report of the current status of state vocational education programs was developed by the staff of Alaska's Division of Vocational and Adult Education in order to inform the State Board and the Alaskan Legislature of programmatic needs. The six sections of this "state of the art" report cover: (1) a philosophy and definition of vocational education in Alaska, (2) Alaska's unique vocational education imperative, (3) vocational education at each level of the school system, (4) community involvement in those programs affecting the community, (5) establishment of career development centers, and (6) a vocational teacher training design. Recommendations and conclusions of the 2-year study are presented. Various tables and charts present data concerning employment opportunities, programs in operation, and specific programs needed for each school district. (AG)

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A PLANNING STATEMENT:

VOCATIONAL EDUCATION

Opportunities for Alaskans

ALASKA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION

VT 017928

ED 070821

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A Planning Statement:

VOCATIONAL EDUCATION OPPORTUNITIES FOR ALASKANS

Prepared by the Staff of the
Division of Vocational and Adult Education
Mr. Louis D. Ridle, Director

Written by
Dr. Robert L. Simonds
Special Assistant to the State Director

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PREFACE

This position report by the Division of Vocational and Adult Education is the culmination of the first two years of intensive study and analysis by the State staff. The report has been brought together and written by Dr. Robert L. Simonds, Special Assistant to Mr. Louis D. Ridle, State Director of Vocational and Adult Education.

To formulate a workable plan in such a diversity of interests, agencies, and departments as well as individual differences in school districts and their school boards and superintendents, it has been necessary to be general on some points to allow flexibility to local districts.

This position report is not meant to replace the Alaska State Plan for Vocational and Adult Education submitted to the United States Office of Education but to augment and pinpoint some of the philosophies and needs as seen by the individual districts and the State staff.

The report is meant to point out needs, capture the reader's innovative eye of imagination, and to supply the State Board and the Legislature with an up-to-the-minute position of the "state of the art" in Alaska. The needs of the people are so great it behooves all in a position to do so to redirect the educational process into meaningful relevant learning. With determination and cooperation, this can be done.

The information presented can only be considered a point of departure in meeting the suggestions, recommendations, and strategies proposed by the school and community leaders, the native leaders, conferences, and commissions. When reviewed by the Board and the Legislature, the second phase, working the plan, will begin. This detailing of program implementation will, of necessity, involve other departments of State Government and the public.

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Mr. Gerald D. Hiley, MDTA Program Developer
Mr. Ernest E. Polley, MDTA Supervisor
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Mr. George A. Swift, Adult Basic Education Program Officer
Dr. Robert L. Simonds, Special Assistant to the State Director

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Mr. Carroll Craft, Director, Vocational Rehabilitation, Department of Education
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The continual support of the Commissioner of Education, Dr. Cliff R. Hartman, and his staff have been of immense value.

Both Governor Miller's and Governor Egan's office have shown positive support and encouragement in attempting to create an educational system which will meet the everyday work world needs of about 90 percent of Alaska's high school graduates.

And finally, to all the Department of Education's wonderful staff, a hearty thanks. Dr. W. Russell Jones, Jr., and Mrs. Wanda Cooksey were especially helpful in ideas for the career development center's plan.

To the many native leaders and school teachers who sat through hours of interviews, we extend our appreciation and wish space would allow our listing each one of you.

RECOMMENDATIONS AND CONCLUSIONS

1. That this plan for regional and area vocational education opportunities, or a suitable modification thereof, be approved by the State and that a long-range program budget be submitted to the Legislature for appropriate funding.

2. That an analysis be made of the Division of Vocational and Adult Education, Department of Education, to determine the adequacy of the existing organizational structure as it reflects functioning and operational demands.

3. a. That regional schools should not be limited to the name "regional high schools" as this limits the scope of offerings available to all the citizens and does not allow for community college development or general adult extension courses.

   b. That the State should provide adequate financial support for basic required educational programs and should include all vocational and adult education courses in this funding (these would be funds not available through VEA or other Federal funds).

   c. That the State should establish a new position of "Facilities Planner of Educational Buildings." It should be recognized that this function must contain expertise in the area of vocational-technical facilities design. Program effectiveness is always contingent upon the learning environment.

   d. That career development centers be an integral portion of any school program.

   e. That the regional school should provide counseling to the students which would fully expose them to all the career opportunities available.

   f. That all curriculum be designed:

      (1) To help the student gain knowledge and learn to think critically and act effectively through the mastery of a cluster of basic skills embodied in our civilization.

      (2) To motivate each student toward intellectual, emotional, moral, and social fulfillment within his environment, state, and nation.

   g. That local control and direction of public education should be strongly encouraged with rural regional representation for the development of relevant curriculum.

   h. That each regional operation must be planned separately to avoid overlooking the existence of regional differences and existing operations. Feasibility of operation is contingent upon appropriateness (cultures, opportunities, etc.).

4. That existing vocational and industrial arts programs must be maintained and expanded. As such, establishment of the regional and area centers will require additional funds above and beyond the current maintenance of effort.

5. That all funding of vocational programs be established on the basis of performance criteria.

SECTION I

A PHILOSOPHY AND DEFINITION OF VOCATIONAL EDUCATION IN ALASKA

SECTION I

A PHILOSOPHY AND DEFINITION OF VOCATIONAL EDUCATION IN ALASKA

A. Introduction

It is the purpose of the State Division of Vocational and Adult Education to develop a package plan for implementing a viable and functional plan for career education in Alaska's schools. The Alaska State Board of Education has made every attempt to provide the necessary direction and research data for such a package plan to be assembled. The Division of Vocational and Adult Education has funded and completed State research on "Alaska's Manpower Outlook—1970's" which provides all State departments with a wealth of solid research facts. In addition to this research project and several other State Department of Education documents and position papers, this package plan has also considered appropriate current outside research reports done for the State over the past few years. The publications on "Cross Cultural Education" and "An Overall Education Plan for Rural Alaska" have been carefully considered.

Because of the vast amount of reading involved in "researching the research," it is the desire of the State Division of Vocational and Adult Education that the following framework for a workable plan will provide enough information to guide the State Board of Education, the Legislature, the school districts, and the Division in further developing and implementing such detailed matters as staff requirements, facilities planning, equipment needs, curriculum needs, regional schools career development centers, and a State master plan for vocational and adult education.

Because of the many faceted and fusing of administrative duties of various school districts, State departments, and State and Federal agencies, this plan and evaluation of the "state of the art" should give direction in solving some of Alaska's most urgent educational and socioeconomic imperatives.

Particular emphasis is put upon regional schools in the plan as it is the Governor's and the Department of Education's desire to meet the urgent needs of rural Alaska while expanding and further developing all the other schools' vocational programs, facilities, equipment, and staff.

B. Alaska's Outlook

Alaska's outlook is optimistic, tempered with realistic goals and objectives. The educational as well as social and economic problems look overwhelming, but to those who live and work in the State, these huge problems are but a great challenge and part of the great "frontier." Already much planning has been done, many studies completed, and much data is now available to begin the intelligent undertaking of the second phase, working the plan. Solutions are more easily resolved on paper than in the field. Action and financial resource backing are now needed, and many indications are that they will soon be forthcoming. When funding for the overall plan is made available, Alaska may very well move into the lead in education nationally in a few short years.

As a trained work force evolves from the school system, jobs will be filled with Alaskans, who, in turn, will be off welfare rolls into the productive citizen role providing the economic tax base for State and borough services to the people. Career training benefits all the people.

C. Philosophy and Guidelines for Alaskan Schools

1. It is the philosophy of the Division of Vocational and Adult Education that vocational education in the area of the student's interest should be initiated in the primary grades through career exploration courses. Vocational and adult education, in an expanded and true sense, becomes the critical need of all students whether they go on to higher education or not through grade 14. All schools should restructure toward meeting this need.

2. Alaska's need for a healthy economic outlook and tax base is dependent upon a skilled work force who are employed by virtue of their skills. Each citizen is then a contributor to the economy.

3. The regional school plan must meet all the basic needs of the rural and regional populations of Alaska by offering basic education courses to develop skills in reading, communications, social and ethnic adjustments, analytical skills, and completely relevant and practical career training programs in vocational and adult education.

4. Community-oriented adult day and evening courses must be made available to upgrade the skills and retrain the adult population to enhance their economic future. The ideal and practical philosophic goal is to provide opportunity for all people to learn according to their needs and desires.

5. Every student should have the formal opportunity to be involved in a work experience or cooperative education experience before high school graduation.

Goals*

In the practical application of the above philosophy, the following opportunities shall be provided for each student to the maximum of his capacity:

a. To learn to think critically and act effectively through the mastery of the basic skills and knowledge embodied within the major achievements of civilization.

b. To gain knowledge of and to develop and cherish a commitment to his own national and spiritual heritage and culture as well as that of other people.

c. To develop intellectually, emotionally, morally and socially so that problems of everyday living can be successfully attacked and solved.

d. To develop a purpose for living with standards and values which embody honesty, integrity, self-reliance, self-determination, pride, and ambition.

e. To develop a healthy body.

f. To develop intellectual curiosity and creativity.

g. To acquire the basic preparation culminating in salable skills for various vocations, professions, or careers in society.

*Official State Philosophy for State-Operated Schools.

D. Description of Alaska Schools

This plan is concerned with several school "systems" in the State of Alaska; the State public school system, the Bureau of Indian Affairs system, and the university-community college system. The State Department of Education operates schools in the "unorganized borough," outside of cities and boroughs. These are called State-Operated schools. In addition, 20 cities and 9 borough districts operate schools under general State laws and are referred to as "district" schools.

Of the 99 State-Operated schools, 22 are financed entirely or in part with Federal monies under Johnson-O'Malley contracts and 8 are on-base schools for children of military base personnel. Johnson-O'Malley schools within boroughs have been transferred according to the State and BIA approved Johnson-O'Malley Plan. As mutually developed standards are met, all other schools operated by the State through Johnson-O'Malley contract funds will be transferred to the State.

With the implementation of the borough form of government, a number of schools formerly operated by the State Department of Education are now within the jurisdiction of borough or city school districts.

The State rural schools are generally quite small. They are located throughout the State, the majority being in Western and Southwestern Alaska. Typically, school enrollments range from 10 to 45 pupils. One to three teachers are employed for schools within this range.

(See also, III, "Vocational Education Design at Each Level of the School System" in this report and guidelines in "An Overall Education Plan for Rural Alaska.")

SECTION II

ALASKA'S UNIQUE VOCATIONAL EDUCATION IMPERATIVE

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ALASKA'S UNIQUE VOCATIONAL EDUCATION IMPERATIVE

A. The Economic Human Resource Dilemma

Alaska is at a threshold of explosive economic expansion, not only in petroleum, but in a number of areas.

In-migration is expected to greatly increase as Alaska is advertised around the nation as the last great frontier. Industry, commodities, and services will all be in simultaneous action. In any expanding society, the needs always precede the money provided them. The many State and Federal agencies and programs to encourage an orderly transition to an industry and natural resource base for development affects all citizens and all areas of government and education.

To provide a sound economic basis for the improvement of the State's ability to provide the people with better services, there must be a sound tax base. Herein lies the dilemma. A sound tax base is dependent largely upon the employment of the people. The employment of people is totally dependent upon the "employability" of the citizens. In other words, the economic base is significantly dependent upon whether or not the people are trained and prepared for today's trades, technical and professional opportunities. Those who do not have entry level salable skills cannot be hired by today's business and industry leaders. Some skills and expertise must be learned before the moment of job entry.

Herein lies the second dilemma. We are not responding, educationally, with sufficient vigor to provide the salable skills to all citizens. Some groups, such as the National Advisory Council on Vocational Education, are bold to say that the present school system is educating a nation of youth who are largely unemployable. The social ills brought about by such a system are just beginning to be felt by the masses of "educated" but disenfranchised students who are taking out their frustrations on a very surprised society and the academic fraternity. In surveys the most common student comment is, "The schools do not show the student any future but going to school forever. They should try to inform people about occupations and training requirements."

A third dilemma lies in the fact that most educators are completely "academically" oriented. This is through no fault of their own but is instead the result of educational "tradition." When we are steeped in academic pursuit, the work world loses relevance, except to those who must live and compete in it. The dilemma is a tragic self-perpetuating one unless strong governmental action is forthcoming. The Federal Government has recognized this with huge funds made available to states that are vocationally career preparation oriented.

The states are now recognizing the dilemma and its root cause. To be a fair school system to its people, no one should be allowed to graduate from high school without the opportunity to obtain at least one occupational entry level skill. This assumes that a full program of vocational education would be available to the student.

The central knot in Alaska's economic situation, with the consequent social affects, is the lack of an industrial base where it is needed most, in rural Alaska. The 70—80 percent unemployment in some villages loses its meaning because there is either no industry present or no one trained to do the skilled work required.

Massive programs in pure water, sewage, utilities, and housing are critical needs and could be provided through community involvement in on-the-job training programs. Vocational education and community adult education stand in the gap between idea and reality. The human resource is here. The economic feasibility and all of its social benefits and employment tax base, etc., would follow. With roads planned to open up almost every area in Alaska in the near future (plans are now available from the State Department of Highways), the cultural, community, social, and economic changes and growth must be well planned and budgeted. The Division of Vocational and Adult Education, in partnership with each local school system, the University, and every department of State Government must meet this challenge with foresight and wisdom. Nothing is too hard for man. Accepting the challenge is often the most difficult task of all. This great state has proven every dilemma can be satisfactorily solved with planning and action.

B. Alaska's Manpower Requirements

Nationally, there is a shift from the employment in manufacturing to the service sector. In Alaska there is little manufacturing, but employment in the service sector is very high. This is a trend that will, by all predictions, remain dominant in Alaska.

"Alaska's Manpower Outlook—1970's" is a thorough job-by-job analysis of the projected State needs as surveyed across the State in a one-year study funded by the Division of Vocational and Adult Education and cooperatively carried out with the Department of Labor. This document is the only thorough manpower needs study done in the State. In brief, it states the following concerning employment opportunities in Alaska.

Note in the table on the following page that it is not just the professional and technical professions that experience continuing job vacancies. For purposes of employment possibilities, a job turnover (replacements as indicated in the table) constitutes a genuine job opportunity. The combined vacancy replacement numbers for a sample selected in the manpower survey show the technical availability of over 25,000 jobs in 1969. If this is the case, then what is our problem? Why do we have so many unemployed in our rural areas? Does the Alaskan unemployment figure represent a lack of available jobs?

The first problem is that there is a definite disparity in the employment opportunities (and consequent unemployment rates) between the urban areas and the rural or bush areas. Several of our urban centers seem to have continuing problems in filling available jobs while there are not nearly enough jobs available in the bush. The problem of the rural employment will be difficult to resolve. At the risk of oversimplification, it would appear that many rural residents are not willing to leave their homes and communities to seek in what is often a foreign way of life, employment in the urban job centers. The establishment of public works projects in the villages, as an employment possibility, may result in some long-term social benefits, but this cannot be construed as a stable employment producing economy. A secondary danger to this approach is that public works programs must be very carefully and rationally planned to maximize the possibility of attracting a genuine economy. Without this rational and sensitive planning, good intentions may result in a waste of public funds. Economic development must be carefully planned with education.

There are obvious complicating factors involved even for those who wish to seek a new economic existence in urban surroundings. Very often there are problems in maintaining a satisfactory level of life in urban communities due to lack of appropriate housing. Extreme social problems are often generated through a cultural and social chasm.

EMPLOYMENT OPPORTUNITIES*

Occupational Categories	Number of Occupations	Peak Employment	Job Vacancies		Job Replacement		Vacancy Plus Replacement	
			#	%	#	%	#	%
**Professional and Technical	78	12,858	706	5.5	2,657	20.7	3,363	26.2
Clerical and Sales	34	19,907	799	4.0	7,474	37.5	8,273	41.6
Service Industry	23	7,516	263	3.5	2,699	35.9	2,962	39.4
Skilled and Semi-Skilled	97	36,924	1,115	3.0	9,884	26.8	10,099	29.9
TOTALS	232	77,205	2,883	Average (3.7)	22,714	Average (29.4)	25,597	Average (33.2)

(Percentages are of peak employment relationship)

*Compiled from *Alaska Manpower Outlook—1970's Data Base and Projections.* (Document No. 4—Available through the Division of Vocational and Adult Education, Department of Education, or the Planning and Research Section, Department of Labor.)

**Teachers excluded.

What can vocational education do in relation to the preceding? First, every effort must be made to provide the urban and rural training needed for job participation and success. We must provide rural Alaskans who wish to participate in training with regional schools (dedicated to providing career training) close to their homes and within their own cultural environment.

Next, we can begin by preparing the young and very young for their role in an industrial and technological society, thereby giving them the necessary social and vocational skills to compete should they wish to do so at the age of employment.

Finally, we can continue to upgrade those adults with marginal skills who wish to move forward in their selected careers.

The data given, in resume, will help the State Board with one important guideline on the areas of need in education. "Alaska's Manpower Outlook—1970's" will provide detailed data on each occupation. This report also contains a further reflection of that data under "Regional Education Centers." Of course, this is not meant to imply a strict conformity to the proportion of each industry; and each occupation is to be allocated priority, as industry changes, the student needs change and growth rates change. The only certainty is that change itself will not change. Therefore, planning must be done upon what we know of the past and present with predictions based upon trends as seen in each area and each city.

C. Projected Enrollments

Alaska, probably more than any other state, is very difficult to predict.

Some of our educational needs, as expressed by individual superintendents in individual interviews, indicate that our "conservative" predictions may neither be prudent nor fiscally wise. This comment is based upon our present dilemma of not being able to meet the construction or staff needs of schools around the State because of underestimating five or six years ago bringing on the current crisis of double sessions and lack of program monies.

Of course, many outstanding illustrations of underestimating enrollment could be cited. Kotzebue reported an expected 69 students in grades 9—12 this year and have 145 enrolled. (If they were a regional school and took students from surrounding villages, the school board estimates this year's enrollment would have been 445 students, had dormitory facilities been available.) Barrow has a similar need and situation. These personal interviews with the school boards and principals indicate many frightening aspects concerning our youth. Many will not receive the education promised to them by the State Constitution. Others will have to leave home at an early age and go to school across the State or even out of the State. Alaska does not want this. The rural population is demanding action.

It is the hope of the Division of Vocational and Adult Education that the State Board and the Legislature will, as in the past, respond to these pressing needs.

D. The Purposes of the U. S. Vocational Education Act of 1963 (and the 1968 Amendments)

The vocational education acts have all reflected the clear need for widely available vocational education programs for all students. The current needs are many times over the current resources. The 1963 Vocational Education Act's Declaration of Purpose is stated as follows:

"It is the purpose of this part to authorize Federal grants to states to assist them to maintain, extend, and improve existing programs of vocational education and to provide part-time employment for youths who need the earnings for such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the state; those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market but need to upgrade their skills or learn new ones, and those with special education handicaps will have ready access to vocational training or retraining which is of high quality, which is suited to their needs, interests, and ability to benefit from such training."

The significant increase in available funds had the obvious effect of creating much needed additional programs. Attention was clearly focused upon the fact that the key to job entry was learning. Continued success in any career depends on continued skill training for technological changes which could displace them.

The Vocational Education Act of 1963 called upon every state legislature and local school system to:

1. Make vocational education available in broad offerings to all students so that everyone who leaves school will have a salable, marketable skill to provide them a living while continuing higher education or at the termination of full-time school.

2. Make vocational education available to all out-of-school adults seeking to upgrade or complete their careers.

3. To provide all people with limited abilities and/or motivation with short-term training to give them a salable skill to hold a job. These are special needs students who cannot find help from any traditional institution. These students represent a large segment of society formerly left out.

4. Federally established objectives for existing vocational programs:

    a. Trade and industrial areas are to train for clusters of occupations expecting technology to change. The newer technologists must train for work beyond the apprentice trades toward higher levels of technical skills and knowledge.

    b. Health occupations areas are to provide training for nurses' aides, practical nurses, and doctors' assistants.

    c. Office occupations areas are to train for skills beyond the limits of clerk typists, stenographers, bookkeepers, etc.

    d. Distributive education is to include pre-employment training concentrating on the higher skills.

    e. Home economics is to provide training for gainful employment in many areas, such as food services, hospitality services (airline hostesses, tour guides), hotel-motel aides and managers, and child care centers.

    f. Agriculture is to provide students with salaried and wage earning jobs in "the new agriculture"—machinery repair, seafood harvesting, forest technology, etc.

g. In addition to the Vocational Education Act of 1963, the Adult Education Act of 1968 provides remedial education to prepare adults for additional vocational and/or other education.

In general, the vocational educator was to take on tasks that generally required special training, such as:

a. Remedial and compensatory education.

b. Working with unmotivated and often hostile or disturbed people.

c. Dealing with cross-cultures, language barriers, and value systems.

d. Developing new curricula and pedagogy.

Needless to say, the nation's best educators are needed to succeed at teaching or administering vocational programs. This is no place for those who have earned degrees to rest on their laurels. Vocational education has now reached national prominence and is recognized as the most demanding of all disciplines in expertise.

The Vocational Education Amendments of 1968, based upon the recommendations of the National Advisory Council on Vocational Education, went much further calling for a breakdown of existing subject matter barriers. Vocational education was decategorized. The Vocational Education Amendments of 1968 clearly breaks out of the seven occupational categories to include all groups for preparation for some occupational work (Vocational Education Act of 1963 and the Vocational Education Amendments of 1968). All occupational training that does not require a baccalaureate degree is eligible under the Vocational Education Acts of 1963 and 1968.

The Vocational Education Amendments of 1968 emphasized people instead of occupations. It requires "annual and long-range planning and procedures for participation in the planning, review, and evaluation of vocational and technical education." (Vocational Education Amendments of 1968.)

Another great landmark was the emphasis on the fact that vocational education is not separate from the rest of education. The schools, reflecting society's values and goals (somewhat), are primarily oriented to the college bound student. The traditional liberal arts programs based upon abstraction and verbal technique is at best only half an education.

Vocational education, as the rest of education, is constrained by practices of tracking and screening by lock-step organization and assumptions about students' abilities and motivations. All of these constraints are allied to the separateness of vocational education rather than a oneness of education designed to fulfill real-life needs. Separatism must end, and occupational education must be an integral part of all education at all levels.

The legislation provides for the states to have a specialist in programs for disadvantaged and handicapped persons. The role of this specialist is to assist local schools in the development of programs, curricula, and staff. Handicapped persons are found in all segments of society. To help prepare these people for their roles in American society is vocational education's job. With proper funding, vocational education can train the handicapped and

disadvantaged and make a great contribution toward eliminating poverty in this country. These are the expressed goals of the Vocational Education Act of 1963 and the Vocational Education Amendments of 1968.

E. The Facts of the Population's Educational Needs

Knowing Alaska's manpower requirements, balanced against the economic human resource dilemma and swelling enrollments (with educational emphasis only minimally placed on occupations), it is well to consider the facts of the population's educational needs.

Any time any citizen of the State of Alaska attempts to discuss the scope of need in relation to "education" within the State, he is faced with two choices:

1. He can spent the rest of his days defining all the scope in all areas relating to educational need.

2. He can be guilty of the sin of omission by ignoring certain aspects of our educational system that another person might consider to be doubly serious.

Because it is impossible to precisely outline the total need, the best that can be done for this plan is to point out what appears to be some rather pertinent facts. It should be clearly understood, however, that the paucity of compiled information prevents us from using any of the immediately available facts except in a very general sense

The percentage of students attending college from Alaskan high schools has been quoted as anywhere from 10 to 20 percent depending upon the speaker and his frame of reference as to a particular point in time. The number of actual successful college completions is unknown. University attendance figures should be used very carefully inasmuch as some areas of the State probably do not have as much as two or three percent of their students going to a university.

The same problem extends to the dropout situation. The figure that is most often presented, usually by those who are finding fault with the current educational system, is that approximately 30 percent of our young people are school dropouts. If this is true, then we would have a figure that would be fairly representative of the national average. The "Alaska Comprehensive Manpower Plan—Fiscal Year 1971," Part A, mentions an estimated figure of 4,000 students annually between grades 9 and 12 who become educational rejects.

The same document, the "Alaska CAMPS Plan," estimates there are 49,000 people who are unemployed, underemployed, or unemployable. This group is primarily composed of Indian, Eskimos, Aleuts, other non-whites, and school dropouts. We know from the preceding section on the economic resource dilemma and Alaska's manpower needs that we cannot classify all 49,000 of these people as being vocationally unskilled. As to what percentage of these individuals would be employable if employment was available in their area is unknown at this time. We do know that, according to the Bureau of Indian Affairs, there are approximately 40,000 natives living in 180 small isolated villages.

The Department of Education document "Planning for Human Resources" shows that for 1970—71 there is a projected enrollment for grades 9—12, statewide, of 22,409. If it is true that approximately 15 percent of our students statewide will enroll in a university,

then there is a current balance of roughly 19,000 grade 9—12 students who need other than four-year university preparation. At this point in time, vocational education estimates that they shall serve approximately 9,000 secondary school students. Avoiding for the moment the niceties of statistical computation, it becomes readily obvious that there are at least 10,000 secondary students in this year alone who will not have received vocational education and who will not be attending a university.

In 1974—75, the Department of Education estimates a grade 9—12 statewide enrollment of 32,009 students. Vocational education, at its current rate of funding, can expect to serve approximately 13,665 students in the same period of time. What does become obvious is that unless very dramatic steps are taken an even more serious problem will occur in terms of the number of Alaskan residents who are not vocationally prepared to meet the demands of their time.

To say that these 10,000 educationally disenfranchised students will be a major part of the social ills, unrest, and outright revolutionary forces is no longer conjecture. The costs of incarceration, rehabilitation, and other connected social problems are estimated to be as much as ten times the cost of providing them with a vocation.

Occupational orientation from kindergarten through high school could give them not only an understanding of the real world they must live in but also prepare them to step off the landing of education onto the first step of individual and occupational independence and fulfillment. As self-sustaining and contributing members of society, human dignity is attained without the necessity of inordinate rebellion.

F. Turning Constraints Into Dynamics for Change

The roots of the system's constraints start in kindergarten and carry the student into high school with whatever strength or weakness that was nurtured there.

The system, whether it be the academic or vocational, has devised methods of screening out students of certain programs the student may truly want and need, even though their past performance may not indicate success. This is education's defense mechanism; it is time honored and traditional. No one can deny that some method of evaluation or screening must be employed. However, our lock-step course structure does not allow for different levels of maturity in a student or that the student may completely change his mind about his choice. But this approach is not so comfortable to work with in counseling and guidance. There is a way to reverse this practice.

Actually, the counseling and guidance service through the career development center, where implemented, could solve once and for all this "bug-a-boo" for educators (see Section V., "Career Development Centers"). Redirection, self-evaluation, and complete career information orientation for each student will do the job we would all like to do individually. It allows for ever changing conditions.

Curriculum organization is another constraint which must be redirected. Out-rigid sequential curriculum organization stifles student motivation when it is unclear to him (and professional counselors even have problems here) or does not lead him to his personal goals or career.

Class size groups, slow learners, fast learners, regular learners, hold each group to the learning

speed and level assigned. Students drop out because of this. Interest is lost. Continuous remedial, short-term (six weeks, etc.), small size classes in each area must be held to meet special needs while a student is in the regular class. They must have help, but not categorized or tracked. Of course, many vocational classes are now using self-learning, self-pacing learning packages. This method must be expanded statewide to build confidence into the student's self-image, not failure.

One of the greatest restraints of all is the dual image in our system. If it is vocational, it assigned a low status turning deserving students off. If it is academic, it fits the system pattern and is therefore honorable and, to some, elite. Because of this separateness, vocational education has a separate history, separate laws and funding, curriculum development, practice, teacher selection, credentialing, and administration. It has become he most exacting of all administrative work in terms of knowledge required to operate it successfully. The necessity for a vocational education department at the University to train teachers and administrators has become one of the State's most critical needs. While the demands for other teachers are decreasing, vocational teacher demand is dramatically increasing and will continue up as far as we can see anead.

Inadequate resources, because of this dual image at the administrative level, makes it difficult, if not impossible, to carry out the imperatives of the Vocational Education Amendments of 1968. There are good signs appearing around the State among the superintendents, of a determined effort to change the system before the rut becomes a grave. Admitted lack of understanding of vocational education and requests for administration courses from State administrators all indicate willingness for change.

THE NATIONAL SCENE*

PROFESSIONAL, TECHNICAL AND SERVICE OCCUPATIONAL GROUPS WILL GROW FASTEST

In this decade, as in the last, the fastest growing occupations are professional and technical, the ones requiring the most educational preparation.

This occupational group will increase by 50 percent by 1980.

Service occupations (excluding private households) will rank second only to professionals with a growth of 45 percent.

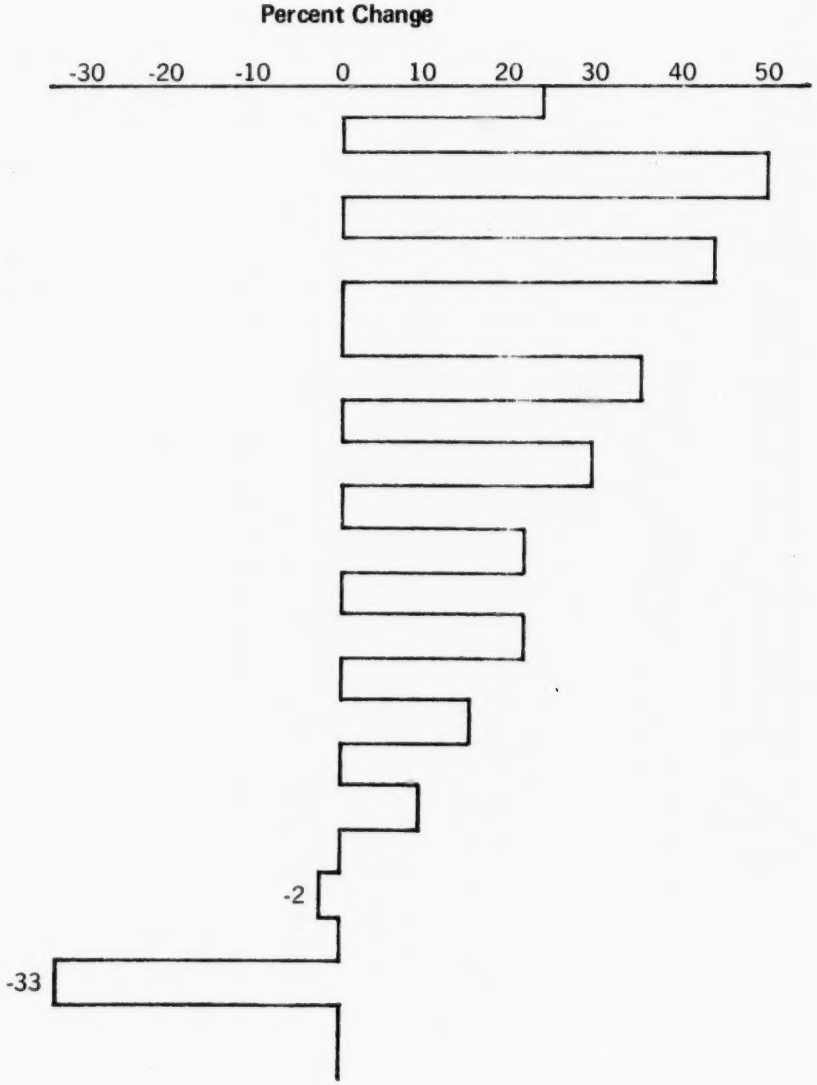
By 1980, for the first time, there will be as many professional and technical workers as blue-collar operatives.

Yet there will be many good jobs in the economy for which a high school education is sufficient; there will be more than 15 million operative jobs. Clerical occupations, with more than 17 million workers will be larger than any other occupational group.

Jobs in craft skills are increasingly well rewarded financially, reflecting a continuing need for highly skilled workers in the economy.

***U. S. DEPARTMENT OF LABOR**

Employment (Millions)		Occupational Group
1968	1980	ALL OCCUPATIONS
75.9	95.1	
10.3	15.5	Professional and Technical Workers
7.7	11.1	Service workers, except private household, e.g. hospital attendants, policemen, waitresses
12.8	17.3	Clerical Workers
4.6	6.0	Sales Workers
7.8	9.5	Managers, Officials, Proprietors
10.0	12.2	Craftsmen and Foremen
1.7	2.0	Private household Workers
14.0	15.4	Operatives, e.g. assemblers, Truck drivers, Bus drivers
3.6	3.5	Non-farm Laborers
3.5	2.6	Farm Workers



New resource monies and coordinated efforts between the Division of Vocational and Adult Education and the University are needed. Implementation of any plan to overcome this deficit will require additional necessary staff.

Some of the following functional constraints and solutions were listed by teachers and administrators during personal and school board interviews around the State:

1. One constraint to progress is "progress" itself. The rate of change is bringing us into direct confrontation with questions we have not had time to consider or have avoided considering. Appropriate alternatives must be considered when heavy decision-making has extreme immediacy. The unanswered questions and unresolved problems have a tendency to inhibit action instead of facilitating it.

2. A good workable philosophy of vocational education is needed to provide a common framework for all (the reason for this position paper).

3. Communications must be improved from the State staff through all the district administrators and teachers.

4. Funding methods and resources must be increased, or we will soon be hopelessly buried in needs.

5. Some way must be found to bring teachers, administrators, and counselors up to a vocational knowledge level that is at least functional and, hopefully, to a professional vocational education level.

6. A State project writer for Federal and grant foundation funds in vocational education must be hired. Many people think the State is rich now and does not need the Federal Government (last year the Federal Government put $850 million into Alaska in one year almost equalling the total oil bonus money).

7. Every district should have a vocational director with associate or assistant superintendent status.

8. Lack of adequate State advisory boards for each vocational area.

9. The need in districts (and the State offices) for vocational education interns in master's or doctoral programs to work in vocational administration.

10. Inadequate office furniture, reproduction equipment, audio-visual equipment, and program equipment are stifling needs.

11. Needed: a twenty-four hour day. (This was proposed in jest; however, overscheduling of vocational teachers was a major constraint to effectiveness.)

Of course, a complete listing of philosophic, organizational, systematic, and functional constraints would be inappropriate in this project. However, each district should have in-house open-end evaluation and a "model change process" to follow for purposes of evaluating all the needs and constraints with a plan for change.

SECTION III

VOCATIONAL EDUCATION AT EACH LEVEL OF THE SCHOOL SYSTEM

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VOCATIONAL EDUCATION AT EACH LEVEL OF THE SCHOOL SYSTEM

To prepare students for life situations in career education, the world of work must be integrated with all other aspects of the learning system from kindergarten through every learning level.

A. Pre-Secondary (K–8)

Kindergarten is the first formal place to begin all aspects of learning. Formerly it was believed that a very limited (three or four basics) number of subject areas could be taught on this level. Modern researchers have discovered that just the opposite is true. Basic Skills in many areas are necessary to develop a learning readiness for all succeeding grades.

One of the most recent important discoveries is that of early development of specific motor abilities, visual perception, tactile (touch) awareness, and self-image role playing as prerequisites for any formal learning in any area.

Career awareness and community awareness must be taught in kindergarten. These may be included in the social studies learning package, if one exists, or a separate learning package in career development. These learning packages should have a carefully thought out teacher's manual, student workbooks, duplicating masters (for the teacher to run off handout materials), paper punch-out books (with occupational figures to fold and color), filmstrips, and a complete sequenced section on role playing activities. The "school without walls" concept is extremely important and maximum utilization of community resources seems to be indicated. In addition, small cardboard construction units that can be pasted together should be used. In general, the following should be covered in kindergarten:

1. The Teaching Package

    a. Teacher's manual on career development.
    b. Student manuals on career development.
    c. Duplicating masters on career development.
    d. Paper punch-out books on career development.
    e. Films on basic community occupations.
    f. Role playing book (kindergarten level).

Middle Learning Level

The junior high school level is a critical and awkward one for students. This is the time to prevent dropouts by giving a totally relevant education to these students. It is a time of exploratory development. This requires more individualization in instruction. All academic course work during this age should be re-examined for occupational application and relevance. The students should be encouraged to try as many occupation exploration areas as are open to them. Class size must be kept small but rich with practicality.

INTER-SCHOOL RELATIONSHIPS

ELEMENTARY AND JUNIOR HIGH

Industrial Arts
(K-8)

Career Exploration
(New instructional packages
for K-6 must be developed)

AREA SECONDARY

Industrial Arts — Exploratory (9-10)

Pre-Vocational (Occupational)

Vocational (Career Prep.)
Grades 10-12

REGIONAL SECONDARY

Vocational Education (Career Prep.)
Grades 9-14 where no community college

Community College

Adult Education

COMMUNITY COLLEGE

University Transfer
Vocational Adult Education
A. A. Degree In:

1. Lower Division Transfer Major
2. Vocational Ed. Major
   (2 year term courses)
3. Certificated Program

UNIVERSITY OF ALASKA

B. A.
M. A.
Ed. D.

Some of the areas most seventh and eighth graders are interested in:

1. Industrial Arts (Developing Skills and Safety with Hand Tools)

    a. Furniture
    b. Snow shoes
    c. Skiis
    d. Christmas specialty gifts
    e. Architectural drafting
    f. Miniature house building
    g. Hunting-fishing by-products
    h. Small engine repair
    i. Auto tune-up
    j. Photography
    k. Consumer education
    l. Native crafts

2. Home Economics

    a. Consumer and homemaking
    b. Occupational

3. Office Occupations

    a. Typing
    b. Filing
    c. Office machines
    d. Consumer education and distributive education

4. Job Opportunities

    Most junior high school counselors find that the boys and girls with some kind of a small part-time job are the happiest in school.

    a. Newspaper work
    b. Delivery of hand bills
    c. Snow shoveling
    d. Babysitting
    e. Office boy
    f. Stock clerk
    g. Store maintenance
    h. Theatre clean-up
    i. Public works
    j. Other, within the Child Labor Law

Work experience at this age level is limited, but an essential part of learning to adjust to teenage life and pre-adult responsibilities. These are all career exploration experiences as well as providing the new teenager with the opportunity for responsible independence. The need for education can be quickly and readily seen by seventh- and eighth-grade students who are working at menial tasks for minimum wages. They adjust more readily to working in a competitive job and thus understand themselves better.

This approach is often called the "SUTOE" program (self-understanding through occupational education).

In addition to practical pre-vocational courses and all academic classes being oriented to application, films on occupations should be carefully selected and regularly shown. Field trips to various industrial and government offices would greatly help. Also, visits to nearby community colleges and high school vocational classes could lend a high degree of motivation.

B. Secondary Learning Level

The high school age is the final transition between adolescence and young adulthood. The high school experience should:

1. Fully develop the student's community awareness.

2. Fully develop his career choice awareness.

3. Invoke a sense of vocational identity which will motivate him to develop his marketable, salable skills.

The ninth and tenth grades are the years when all students should explore the modern offerings in industrial arts and pre-vocational courses. Regardless of the academic goal of the student, be it a four-year college or a community college degree in a vocational-technical area or to enter the work force, all should learn the dignity and joy of working with his hands and developing craftsmanship.

National statistics make it plain that for everyone who goes on for a four-year degree there will be five or more who enter the work market. In Alaska, this figure is more like ten to one at this time.

Skill training in some areas is needed for nearly all four-year college bound students. The more skills he has, the more flexible he becomes in relation to the job market. It is the considered judgment of the National Committee on Career Development that every student in high school should be required to have at least one marketable skill as a requirement of graduation.

During the secondary learning levels, the schools should provide work experience coordinators to place students in part-time or cooperative education work stations. Available evidence has shown that students thus placed not only adapt to society more quickly but also increase in academic excellence.

During the eleventh and twelfth grades, students who have been exposed to the real-life world of work during their early years are ready to make meaningful if not mature judgments relative to their life's choice of careers.

(Course offerings for grades 9—12 will be listed under "Regional Schools.")

C. Regional Schools

1. Definitions

"Regional school"—a regional career development school is a comprehensive school which could include grades 9—14. Usually the initial regional school would accommodate grades 9—12. As graduates and needs increase, the regional school would offer vocational education for grades 13—14 in the absence of a community college. Lower division transfer courses would be under the jurisdiction of University of Alaska personnel. The regional career school would normally serve a large geographic area (grades 9—14 or 11—14). These schools should not be called regional high schools—rather, regional schools unless a Universtity of Alaska extension school or a community college exists. Then the regional high school would be an appropriate name.

"Regional high school"—a regional high school differs from a regional school in that programs in a regional high school would be primarily for grades 9—12. Other programs designed for adults would be under the jurisdiction of the local school district. The adult university transfer courses would be under University administration.

"Area secondary school"—the area secondary school is a comprehensive high school serving students in grades 9—10. In some cases this would include grades 9—12. Students would be offered basic education courses, industrial arts, home economics, and some limited vocational subjects. Dormitories must be provided for those living beyond commuting distance. A 100-mile radius is a general description of the area secondary school.

Grades lower than the ninth grade level would be served from the local elementary (K—6) and junior high schools (7—8).

2. A General Concept for Regional Schools

The regional school concept has been adopted by the State Department of Education, the Legislature, and the Bureau of Indian Affairs. On March 1, 1962, the State of Alaska, the United States Office of Education, the University of Alaska, and the Bureau of Indian Affairs signed an "Agreement of Understanding on Educational Policies" stating that Alaska would "formulate an overall plan with local participation for expansion of present high school educational facilities and transfer their Bureau-operated schools to State management and operation. It is agreed that the Bureau of Indian Affairs and the State of Alaska consider the establishment of area and regional comprehensive high schools with necessary domiciliary facilities to be an acceptable approach in providing secondary education." This is being done. "The Legislature shall by general law establish and maintain a system of public schools open to all children of the State" (Alaska Constitution).

The "Education Plan for Rural Alaska," which emerged as a result of several Governor's commissions and the State Department of Education planning, states as one of the "Plan's" primary goals is "to acquire the basic preparation (necessary for) culminating in salable skills for various vocations, professions, or careers in society."

With these basic directives, the Division of Vocational and Adult Education is attempting

to state a philosophy and a plan to make possible the dream of education that all Alaskans may work toward achieving a salable skill in their chosen career area.

3. Guidelines for Regional Schools

Based upon the strategies proposed by the various commissions, researchers, and departments, the Division of Vocational and Adult Education, in conjunction with the State Ad Hoc Committee on Vocational Education, recommends the following guidelines:

a. Regional schools should not be limited to the name "regional high schools" as this limits the scope of offerings available to all the citizens and does not allow for community college development or general adult extension courses.

b. The State should provide adequate financial support for basic required educational programs and should include all vocational and adult education courses in this funding (these would be funds not available through VEA or other Federal funds).

c. The State should establish a new position of "Facilities Planner of Educational Buildings." It should be recognized that this function must contain expertise in the area of vocational-technical facilities design. Program effectiveness is always contingent upon the learning environment.

d. Career development centers should be an integral portion of any school program.

e. The regional school should provide counseling to the students which would fully expose them to all the career opportunities available.

f. All curriculum should be designed:

(1) To help the student gain knowledge and learn to think critically and act effectively through the mastery of a cluster of basic skills embodied in our civilization.

(2) To motivate each student toward intellectual, emotional, moral, and social fulfillment within his environment, state, and nation.

g. Local control and direction of public education should be strongly encouraged with rural regional representation for the development of relevant curriculum.

h. Each regional operation must be planned separately to avoid over-looking the existence of regional differences and existing operations. Feasibility of operation is contingent upon appropriateness (cultures, opportunities, etc.)

i. Any comprehensive educational plan is contingent upon continuity between parts. Therefore, it was felt that it was mandatory that career exploration extend as low as kindergarten. It is especially crucial that there be program continuity and articulation between secondary and post-secondary offerings.

j. State certification rules for vocational teachers should be re-examined in terms of relevance. Local responsibility should be encouraged.

k. Federal, State, and University people should provide guidance resources to assist the local district in planning for program excellence.

4. Suggested Locations of Regional and Area Schools*

a. Location of Regional Schools

(1) Nome-Beltz
(2) Bethel
(3) Kodiak
(4) Anchorage
(5) Fairbanks
(6) Sitka
(7) Kenai
(8) Kotzebue
(9) Barrow
(10) Prince of Wale Island

b. Location of Area Secondary Schools (Not Limited to the Following)

(1) Dillingham
(2) Delta
(3) Fort Yukon
(4) Tok
(5) Petersburg
(6) Others

5. Initial Analysis of Regional School Needs and Suggested Administrative Design

a. Regional Schools

(1) Nome-Beltz Regional School

(a) The rural needs of this region's population takes precedence over other considerations. Each regional school designated by the Governor's Commission on Education will serve all the citizens of the State by providing grades 11—12 and, in some cases, grades 13—14 of the secondary school adult extension courses on all levels where demand is sufficient, community college associates in arts degrees, university transfer credit courses where a university extension exists, and two-year terminal vocational programs.

(b) Funds have been designated for new classrooms and dormitories. More funding is needed for vocational and adult education facilities, equipment, and staff. Educational specifications and directives have been developed and awarded to the architect for the development of the plans.

(c) Program content, based upon the regional survey, indicates pressing

*Note: these "priorities" are based on existing facilities and existing needs. Final locations, in terms of new programs, may change with changing regional conditions.

needs in office occupations (government) and distributive education, requiring 5,100 new workers in the 1970's (*16.5 thousand to 21.6 thousand in ten years); construction trades, technical and natural resources production will require 3,900 new workers during the 1970's (*8.2 thousand to 11.9 thousand).

(d) The Administrative Design

[1] The employees are to be under the administrative direction of the local board. Guidelines are to be designed through maximum consumer input with rural representation.

[2] The adult and family apartments would be under the jurisdiction of the State with an agreement on operational procedures between the State and local school board.

[3] Adults who are enrolled in transfer credit courses will be under the jurisdiction of the University of Alaska.

[4] Local administration is responsible for the entire operation of all other adult and vocational education programs through appropriate agreements with the Division of Vocational and Adult Education.

(2) Bethel Regional School

(a) The rural needs of the Southwest region can be met in the new Bethel School. Bethel is a completely State-Operated school with no local school board. Bethel should serve the dual purpose of area and regional school (grades 7—14).

(b) Funding has been allotted for the construction of 24 classrooms with vocational education components and a gymnasium in the amount of $5,500,000 (State) for the current new facility under construction, $1,900,000 for 1970—71 (BIA financed dormitory). Additional vocational and adult education facilities must be added as an integral component.

(c) Program Content

[1] Construction, oil trades, mining, and fisheries will account for more than 1,000 new workers needed in the 1970's.

[2] Office occupations, transportation, highways, utilities, sales, and service occupations will require more than 1,200 new workers in this region.

(d) The administrative design will be under the complete operation of the State school agencies until a district school board and borough is formed with a local school superintendent in charge of all

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programs (K—8). At such a time that a community college becomes a reality, grades 13—14 would be part of the community college.

(e) All university transfer credit courses for adults are to be under the jurisdiction of the University of Alaska.

(f) The dormitory and adult and family apartments will be under the direct administration of the State Boarding Home Director with appropriate signed operational agreements with the local superintendent giving him operational control.

(3) Kodiak Regional School

(a) The Kodiak facility was first completed for 150 students. The rural needs of the area must continue to dominate all considerations as 80—90 percent of the present graduates do not go on to higher education, except in vocational areas. Kodiak will serve grades 9—12, and course offerings in vocational education should be expanded for grade 13 next year and grade 14 the following year. A University of Alaska extension is now in operation at Kodiak. It is hoped that the University will restructure the community college curriculum to include all post-secondary courses with a heavy vocational emphasis.

(b) Funding and the completion of the construction of the first phase of this facility is now in existence. For new facilities next year, $555,000 is planned with additional funds for the next three years. It is crucial that additional space be provided for academic and related instruction so that vocational and adult education may regain usage of the facilities.

(c) Program content on the basis of existing programs and surveyed needs:

[1] Five thousand nine hundred workers in government transportation, trade, office occupations, and service trades are needed now and in the 1970's.

[2] Construction trades, oil, mining, fisheries, and highway trades will demand another 2,000 workers in the 1970's. Immediate vocational and adult education action is needed to meet the people's needs and industry's demands.

(d) The administrative design will be based upon:

[1] All school staff are to be under direct local borough administrative control with signed operational and funding agreements with State or Federal agencies involved. Rural native representation from the broad outreach villages is badly needed to guide native needs into curricular planning.

[2] The direct supervision and administration of all dormitory and adult housing components should be held by the local board through operational and funding agreements with the State Department of Education.

[3] All vocational and non-transfer adult courses are to be under the local district community college with appropriate agreements with the State Division of Vocational and Adult Education.

[4] All university courses shall be under the jurisdiction of the University of Alaska, Kodiak extension.

(4) Anchorage Regional High School

(a) The rural needs of the larger portions of the Southcentral region must be met by the Anchorage Regional High School. Grades 9—12 only would be served by the Anchorage Regional High School. The Anchorage Community College, now designated University of Alaska, Anchorage, will serve the region's post-secondary needs. Grades 9—10 in the rural regions will be met by the area high schools. Local Greater Anchorage area students, who desire, are to have open access to the regional school.

(b) Funds have been designated for classrooms in 1970—71 in the amount of $800,000. An additional $1,600,000 is planned for 1971—72 for classrooms. Dormitory funds have been planned as follows: 1970—71, $1,600,000; 1971—72, $3,200,000. Vocational and adult education funds for a strong industrial arts and vocational program are to be budgeted.

(c) The program content of the Anchorage Regional High School, based on "Alaska's Manpower Outlook—1970's," would be:

[1] Office occupations, distributive education, government support services. Course work in these occupational areas show a need of 10,100 new workers in the 1970's (42.4 thousand to 58.1 thousand).

[2] Technical and industrial occupations show a need of more than 2,000 new workers (9.9 thousand to 11.9 thousand*).

(d) The administrative design will be:

[1] The secondary regional high school, as with other secondary programs, will be under local district administration with appropriate agreement with State agencies.

[2] The boarding home students would be under the State administration with an operational procedures agreement

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between the State and local school board through the State Boarding Home Director.

[3] Adult and family apartments would also be under State administration in agreement with the local community college administration.

[4] Adults enrolled in the transfer credit courses shall be the responsibility of the local universities.

[5] The local community college shall be responsible for the administration of the post-high school vocational and adult education programs through appropriate agreements with the Division of Vocational and Adult Education and the University of Alaska, Anchorage.

(e) Capital Outlay

(See budget recommendations.)

(5) Fairbanks Regional Education Center

(a) The Fairbanks Regional School facilities and curriculum would be an integrated part of the present Lathrop High School and North Star Borough School District facilities. The new designation of name should be Fairbanks Regional Education Center serving the large Northern region of Alaska. As with all regional schools, the rural needs of the students from the Northern region would be given precedence over other considerations. New facilities and programs should be a supplement to those existing with heavy priority placed upon vocational and adult education on all levels (9—14).

(b) Funding for the dormitories, the classroom, and vocational laboratory facilities have been allocated for 200 students. The architect has been selected, and plans are now in process for construction. Funds for another 200 students have been planned for the following year. The amounts provided are $1,000,000 for each year (two years—200 students additional next year and the following year). Operational funds of $240,000 for the classroom and dormitories the first year (1971—72) and $520,000 (1972—73) are planned. A new adult vocational facility of $3,000,000 has been partially approved ($750,000 State, $750,000 local, $1,500,000 EDA Federal).

(c) Program content, based upon the regional survey and researchers' reports, indicate needs in:

[1] Office occupations (all levels of government) and distributive education, transportation, communications, utilities, finance, real estate, and services show a need for 5,100 new workers in the 1970's (16.5 thousand to 21.6 thousand in ten years).

[2] Construction trades, technical, and natural resources production will require 2,100 new workers during the 1970's (4.5 thousand to 6.6 thousand in ten years). If the plans for the highway system and utilities for small communities are implemented, it is estimated by industrialists this latter figure could triple (6,300).

(d) The administrative design will be based upon:

[1] All school staff are to be under direct local borough administrative control with signed agreements with the State or Federal agencies involved. These agreements should be made with an advisory board from the local school board. Rural native representation must be made a part of a regional school board.

[2] The direct administration of all dormitory and adult housing components should be held by the local board through operational and funding agreements with the Department of Education and the State Boarding Home Director.

[3] Adults enrolled in transfer credit courses will be under the direction of the University of Alaska.

[4] In the Regional School, the local administrator now has and will continue to have complete administrative control over and design of vocational and adult education and evening programs after the community college is established. The community college has been approved to be established in Fairbanks.

(6) Sitka Regional High School

(a) Decisions on merging the Sitka-Mount Edgecumbe facilities must be made by the local school district. If the facilities and administration were merged with the local district, a much more comprehensive regional school program with broad vocational and adult education programs could be made available to the entire region.

(b) Funding of $1,250,000 is planned for 1971—74 for classrooms and vocational buildings. Much more funding must be committed if these facilities are merged into the Sitka facility. A feasibility engineering study to decide upon whether it is cost practical to maintain the old facilities at Mount Edgecumbe has just been requested. More information will be available soon. The University of Alaska, Sitka, facilities would not be part of the regional school as it is not now located upon the Sitka High School or Mount Edgecumbe campus.

The local district community college facilities should be heavily favored for vocational courses and programs as this is where the needs of more than 80 percent of adult education funds to support

such programs are planned if the local community so desires. The University of Alaska, Sitka, library facilities could be available by signed agreement giving accreditation status.

(c) Program content indicates a need in:

[1] Six thousand seven hundred occupational openings are available in the 1970's in government positions (office occupations, supervision, communications, public utilities, trade and services).

[2] More than 3,500 workers are needed in construction, mining, oil, canneries, highway trades, and wood products. Course offerings should center about these cluster areas and the paraprofessional areas in health and public service (practical nurse, doctors' assistants, teachers' aides, etc.). Vocational monies are planned to establish these programs. Most of the latter will be on the community college level with many also on the high school level.

(d) The administrative design would be toward total local administrative control with written agreements with the various State divisions, such as the Division of Vocational and Adult Education. The adult day and evening school programs and all vocational and adult education in the high school and community college are now under local board administrative control, by law. If the community college law should change, this arrangement would be subject to change also.

(7) Kenai Regional School

(a) The Kenai Regional School would serve the rural needs of the Kenai Peninsula. The regional school serves grades 9—14, a community college being part of the school.

(b) Funds are planned for the Kenai High School facilities but are not all specified as to commitment at this time. Kenai Borough commitments of $14,250,000 are planned for 1970—75. Much emphasis should be placed upon vocational facilities in the borough planning. The Division of Vocational and Adult Education is planning funds for vocational-technical offerings, equipment, and supplies.

(c) Program content would be similar to the statistical data bearing on Anchorage with a heavy emphasis on construction and fisheries as well as government, utilities, and highway technician programs. Also, paraprofessional programs on the community college (13—14) level show a need. Petroleum systems analysts are also needed.

(d) Administrative design. Because Kenai already has the status and operational responsibility of a "region," we recommend a joint

educational program design between the University of Alaska, Kenai, and the district, even to the point of a formal signed plan. Program selection and program scope would be a shared responsibility with administration to rest with the district for all vocational and adult extension non-transfer programs. University transfer credit courses would, of course, lie within the jurisdiction of the University of Alaska.

If joint facilities can be shared by the University and local community college, they could also share the library giving accreditation to the local community college vocational and technical programs as well as to the university transfer credit courses.

(8) Kotzebue Regional School

(a) The rural needs of the Northwest region are extremely important at this time. The growth rate in Kotzebue and vicinity has risen at an alarming rate. The area includes Noorvik, Selawik, Shungnak, Kivalina, Point Hope, and other smaller villages. If dormitories were available now (1970—71), the high school enrollment would be 445 students. The native school board is highly desirous of becoming a regional school to make it possible for these students to be near home and receive a thorough career education in high school.

The Bureau of Indian Affairs' administrators indicate that if Kotzebue handled the high school students from the regional area described above in five years the enrollment would be 750 (300 dormitory or boarding) and in ten years 1,650 (approximately 500 dormitory and boarding). Numerically and culturally, Kotzebue may be the most critical area in the State for a regional school. Last year's predicted high school enrollment was 69, it was actually 145 (just local natives).

(b) Funds. Kotzebue is due to come into the State system in the 1971—72 school year with $1,550,000 planned for buildings of 1972—73. Much more funding for dormitories will be needed in 1972—73 ($2,500,000). Also, the Division of Vocational and Adult Education is planning now on commitments for equipment and supplies for the new and existing programs.

(c) Program content, based upon the Northwest regional survey, indicates a need in:

[1] Office occupations (all levels of government) and distributive education (transportation, utilities, finance, and services occupations) show an estimated need of 1,500 workers in the 1970's.

[2] Construction trades, technical, and natural resources production will require 1,000 new workers in the 1970's. Again, if the

broad highway system plans and utilities for small communities are implemented, this figure could very well triple.

(d) The administrative design will perhaps be a contracted function until such time as the community becomes a second-class community with a tax base for a local district. The rural school board is very active and must be an integral part of the administration. Rural community members are also needed on the Kotzebue Board.

Dormitory facilities would be under the general supervision of the State Boarding Home Program. This would also include adult and family apartments.

Adults enrolled in adult vocational education would be under local administrative control with agreements with the State-Operated Schools office.

Adult credit transfer courses would be under the jurisdiction of the University of Alaska if and when a branch were established. Because of the extensive missionary work done in Kotzebue since the late 1800's, this is a highly affluent Eskimo community.

(9) Barrow

(a) The isolation of the Arctic slope villages make their rural needs of unique importance. Once again, an unusual phenomena is taking place. In the seemingly most unlikely place, a very fast growth rate is taking place. With the oil strikes in and around Barrow, Deadhorse, and Prudhoe Bay, it is expected that a huge family growth will take place in this area, both native and rural Caucasians. The Arctic Slope Native Association has said one of its first goals is to get their high school recognized as a regional school.

The area covered would be the Arctic coast region north of Point Hope and east to the Canadian border with a southern boundary generally the Brooks Range but including Anaktuvuk Pass Village. Other villages would be Barrow, Wainwright, Point Hope, Barter Island, and Meade River. Total secondary students (native only—Bureau of Indian Affairs reports) in Barrow only in 1970—71 is 137 students. If they were a regional school, the Bureau of Indian Affairs reports there would be 225 students this year, 400 plus in five years, 570 plus in ten years. Numerically and culturally, Barrow would more than qualify for a regional school. The school board has emphatically said they cannot continue to send their students to Mount Edgecumbe or even far away Fairbanks. Also to be considered is the fact that the Tanana Chiefs Council feels the Interior villages will be sending more than the Fairbanks boarding facilities can handle.

(10) Prince of Wales Regional School

(a) The rural needs of this region are of paramount importance at this time. The communities of Craig, Klawock, Hydaburg, and Thorne Bay are in the immediate area with students being drawn from all outlying villages and logging camps in the Southeastern sector for the comprehensive career-oriented courses which could be offered in a regional school. At this time, the necessary information on growth and statistics is being gathered to verify the population needs of this area. New road systems along with the planning, logging, and fishing activities will bring immediate growth. An airport to be built at Klawock will further open the area to growth. Hollis is also getting the new modern ferry terminal, which will open industrial development and tourism to the region.

(b) Funds. (Now under study—none allotted.)

(c) Program content indicates vocational training needs in:

[1] Logging and wood products
[2] Fishing and canneries skills
[3] Office occupations
[4] Trade and service occupations
[5] Health occupations
[6] Highway and building trades
[7] Mining
[8] Aviation

(d) The administrative design will be the same at Sitka, local administrative district control with written agreements with funding agencies and divisions.

(11) Regional School Program Needs

With an emphasis upon the regional schools that are to reach the unreached rural and native populations, it was thought to be more complete to include some details, such as program needs as seen by the superintendents, school boards, and directors of vocational education. This, of course, is in addition to a regular comprehensive educational program.

School	Programs Needed	Programs in Operation
Nome-Beltz (Mr. Ira Alley, Superintendent)	1. Diesel and Auto Power 2. Small Engine Mechanics 3. Welding 4. Tourism and Related Instruction 5. Aircraft Power and Frame Mechanics 6. Electronics 7. Architectural Drawing	1. Carpentry 2. Auto Mechanics 3. Industrial Arts 4. Business Education 5. Home Economics 6. Distributive Education
Bethel (Mr. Max Fancher, Superintendent)	1. Marine and Auto Engine 2. Carpentry 3. Marine Service and Fisheries 4. Electronics (Marine and Avionics) 5. Food Services 6. Graphic Arts 7. Architectural Drafting 8. Nurses' Aides/Assistants 9. Dietetic Technician 10. Radio Broadcast Technician	1. Business Education 2. Home Economics 3. Industrial Arts (wood) 4. Auto and Small Engine (Not really going, just exploratory in nature)

School	Programs Needed	Programs in Operation
Kodiak (Dr. Marshall Lind, Superintendent)	1. Electronics (Air and Marine) 2. Fisheries Co-op Education 3. Business Education Simulation 4. Diesel and Small Engine Repair 5. Aircraft Power and Frame Mechanics	1. Auto Mechanics 2. Fisheries (Community College) 3. Business Education (High School and Community College) 4. Health Occupations 5. General Metals—Welding (Community College) 6. Home Economics 7. Carpentry 8. Boat Building
Fairbanks (Dr. George Taylor, Superintendent)	1. Auto Body Repair 2. Auto Mechanics 3. Welding 4. Small Engine Repair 5. Short Course Center (MDTA, etc.) 6. Licensed Practical Nurses 7. Heavy Equipment Repair Operation 8. Aircraft Power and Frame Mechanics 9. Printing (Graphic Arts) 10. Food Services 11. Child Development Lab and Child Care Center	1. Auto Mechanics 2. Welding 3. Industrial Arts 4. Drafting 5. Home Economics 6. Business Education 7. Carpentry 8. Electronics 9. Graphic Arts 10. Cooperative Education

School	Programs Needed	Programs in Operation
Fairbanks (Continued)	12. Adult Basic Education	
	13. Building Trades	
	14. Career Guidance Center	
	15. Business Education	
	16. Custodial	
	17. Cooperative Education Expansion	
Sitka	1. Forestry	1. Business Education
(Mr. Neland Haavig, Superintendent)	2. Welding	2. Power Mechanics
	3. Sheet Metal	3. Home Economics
	4. Plastics	4. Boat Puller
	5. Small Engine Repair	5. Electronics
	6. Aircraft Power and Frame Mechanics	
	7. Food Services	
	8. Fisheries	
	9. Carpentry	
Kenai	1. Food Services	1. Home Economics
(Dr. Walter Hartenberger, Superintendent)	2. Marine Technology	2. Auto Mechanics
	3. Boat Building	3. Marine (Gas Engine and Radio)
(Mr. Walt Ward, Assistant Superintendent)	4. Welding	4. Graphic Arts
	5. Electronics	5. Building Trades
	6. Health Occupations	

School	Programs Needed	Programs in Operation
Kenai (Continued)	7. Career Guidance Center 8. Surveying 9. Small Engine Repair 10. Aircraft Power and Frame Mechanics	6. Architectural Drafting 7. Distributive Education
Kotzebue (Mr. Charles Perry, Principal, BIA)	1. Internal Combustion Engines Repair (Auto, Out-Board, Diesel) 2. Aviation Technology (Power and Frame Mechanics) (Private-Commercial Flight School) 3. Electronics (TV, Radio, Appliance Repair) 4. Construction Technology (Carpentry) 5. Health Professions Licensed Practical Nursing 6. Native Craftsmanship Technology (Carving, Fishing, Whaling, Hunting, Skinning, Tanning)	1. Home Economics 2. Industrial Arts (Wood, Metal, Ground School, Ivory Carving) 3. Business Education
Barrow (Mr. Charles Hendrix, Principal, BIA)	1. Auto and Small Engine Repair 2. Electronics Repair 3. Petroleum Systems 4. Barbers 5. Cosmetology 6. Aircraft Power and Frame Mechanics 7. Practical Nursing (Licensed)	1. Industrial Arts (Wood) 2. Home Economics 3. Business Education (Limited)

School	Programs Needed	Programs in Operation
Barrow (Continued)	8. Utilities Maintenance (Pure Water, Sewage, Electrical, Heating)	
	9. Facilities Construction (Carpentry, Electrical, Heating, Ventilating)	
Prince of Wales (Mr. Stanley L. Bippus, Superintendent)	(Program needs assessment is under way)	
St. Mary's (Rev. Joseph Laudwein, Superintendent)	(Program needs assessment is under way)	

D. The Community College System

Community colleges in Alaska are in great need and in demand by most communities. There are three basic needs:

1. Academic transfer programs for those bound for a four-year college or university.
2. Vocational and technical courses of long and short duration to provide the more than 90 percent of high school graduates with a salable career skill for employment.
3. Adult basic education.
4. Community services.

The Division of Vocational and Adult Education of the State Department of Education is urging as much development as is possible in each area.

1. To offer a variety of general education courses for four-year and two-year degree students.
2. To provide high quality advanced technical and trades training to meet the broad spectrum of State needs.
3. To provide community service programs in adult basic education and career adult education courses to upgrade an ever-changing society.
4. To admit any student who holds a high school diploma or who is deemed likely to profit from further education.

At first, many remedial courses of short duration and lower level will have to receive emphasis in most areas. As general and vocational education are upgraded in the high schools, a shift to higher level, longer duration, more technical offerings must be offered.

Many managerial, technical, supervisory, and paraprofessional career opportunities await two-year community college graduates.

The community college is unique in its ability to provide all the people higher education:

1. Near to their homes.
2. As an opportunity to take at least two years toward their bachelor's degree.
3. Providing a second chance to high school dropouts who now realize the value of education.
4. To adults who desire to go back to college for degrees for self-upgrading.

The future needs and missions of the community college curriculum are dynamically coupled to and will change with the achievements of the high schools.

As the law now stands, the University of Alaska is responsible for all public higher education (associate of arts degree and above) in Alaska with the exception of non-degree programs,

such as adult basic education and vocational education programs which are the responsibility of the local district or political sub-division.

The Division of Vocational and Adult Education is recommending that the University with the assistance of the Division of Vocational and Adult Education establish a vocational education division to foster the development of a program of teacher training and a new department of industrial technology offering a BS degree in several of the vocational areas.

The Ad Hoc Committee and the Division of Vocational and Adult Education feel that it is important, at this stage in our development, to examine the existing community college legislation. It would be appropriate, with the background of experience now available, to view the community college act in terms of redefining the community college system along functional instead of structural lines.

E. Vocational Articulation Through All Levels

For many reasons when a student moves from one segment of the school system to another, articulation is a critically important function.

The most crucial problem is in the subject matter areas in regions. Subject matter specialists in each area should meet once a year (representatives from each high school and community college in the region) to discuss what the course content is and how the students can transfer into the community college without being under or over-prepared.

The types of subjects offered could also be more closely controlled if each knew what the other was doing. This takes some time (at least one meeting per year) and travel budgeting. It is the only way duplication or curriculum gaps can be avoided.

The articulation conference for each region should be initiated by the community college with equal votes and participation from each high school representative. The various subject matter committees could be established by this conference.

In addition to subject matter program content, other items could be agreed upon in the conference, such as:

1. Joint efforts with regional businesses or industries.
2. Determination of regional manpower roads.
3. Improved teacher training.
4. Exchange of faculties—joint use of high school and community college facilities.
5. Area planning.
6. Representation to the State School Board, etc.
7. Early community college placement of advanced high school abilities.

Guidelines should be carefully written for each liaison committee in subject areas. All of these activities could make valuable State contributions to the State Vocational and Adult Education Conference.

SECTION IV

COMMUNITY INVOLVEMENT WITH EDUCATION IN, AND FOR, THE COMMUNITY

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COMMUNITY INVOLVEMENT WITH EDUCATION IN, AND FOR, THE COMMUNITY

A. INTRODUCTION

The community—all the community—is the purpose of the educational institution's existence. Regardless of the level of the education being offered, it is a community project. The school serves the local area or regional populace and shares in the financing of all aspects of education.

The most important aspect of community involvement is the fact that all the children and all the adults can participate in an educational program. In many urban areas the evening adult enrollment far outnumbers the day high school and community college enrollments. The higher the adult education enrollment, the higher the "community involvement."

An example of adult enrollment can be found in the adult basic education program. This program (ABE) is a particularly good example in view of the very low educational achievement levels of many rural Alaskan residents. Under this program an eighth grade certificate can be obtained and, in some cases, the high school equivalency diploma. Many of these adults are finding it difficult to adjust to and stay abreast of the more highly advanced education their children are receiving until they become involved in re-schooling.

Community involvement, however, constitutes much more than the children and adults continuing their educational pursuits toward a more meaningful and rewarding life, even though this is the basic participation which provides the concept of life-long learning and preparation for change.

The entire school staff and resources should not only be responsive to the community and their needs but should be thoroughly involved in all aspects of community life.

All areas of community life should be represented on and involved in school committees, advisory boards, employment placement committees, evaluation committees, etc. The employers, unions, government agencies, students, graduates, residents, other educational institutions and service organizations should be well bonded together for the good of one another. The schools are the common bond, the catalyst, for community oneness. Their function in this role is only limited by the dedication or knowledge of the school staff to carry out this basic function.

Organization; program development; cooperative and work experience programs; industrial, business, and social groups are all dependent upon mutual desire and participation by the school and the community.

"The Community-Oriented Change Process Model" is now being implemented by the State Department of Education, Office of the Commissioner. The purpose of the design of this action group is to involve all members of a community or rural area represented in the schools. Primarily it is to reach smaller villages and communities with an in-house education on self-evaluation as well as community orientation on ways of guiding and directing their own school system and their own destinies.

It is an on-going community-school program which could have far reaching results if proper balance is obtained with an emphasis on career preparation needs. The assumption that "we know how to direct community leaders because of our educational backgrounds," can become the greatest obstacle to overcome in being pliable and responsive to community leaders expression of needs. This is especially true of the bush areas. The above-mentioned project is trying to attack this traditional attitude and its resultant problems.

The general format of this project is outlined on the following page.

THE COMMUNITY–ORIENTED CHANGE PROCESS MODEL–Stages of Development

PREPARATION

(1-3 days)

- Meet with Board and Administrators--Explain COCPM
- Letter of invitation COCPM/Document Status of Education
- Arrange Schedule of Events
- Documentation Team completes A–V story on status of education

Tape–slide presentation showing present status of education.

NEEDS ASSESSMENT

(Approximately 5 days)

- Meeting with Board and Administrators--Final Arrangements
- Meeting with Faculty/ Administrators--Design of Survey
- Community Meeting
  - o Explain Process
  - o Interviews
  - o Gather Information
- Meetings with Students--Gather Data
- Meetings with Board and Administrators--from Data:
  - o Determine Community Action Team
  - o Preliminary Report on Needs Assessment
  - o Next Steps

- A printed Document which summarizes the factual data, value and opinions of the community toward education.
- A representative group from the community who will work toward school improvement.

SKILLS BUILDING WORKSHOP

(5 days plus. . .)

- Meeting with Community Action Team
- Use simulation, group skills to identify educational problems, diagnose them and plan for the future.
- Select site visitors from Community Action Team
- An informal communication system will be established.
- Goals and Objectives of the school will be written.

- A priority listing of school problems.
- A representative group of community leaders who are skilled in problem solving techniques.
- A written statement of educational goals and objectives.
- An informal communication system.

SITE VISITS TO PROMISING PROGRAMS

(3-5 days)

- Site visitors tour other schools where innovative programs are in operation. Gather information on them, plan a presentation to back home groups and give them.

- Actual visits to innovative programs.
- Materials collected from sites on new programs.
- Slides/Tapes presentation to students, community and staff.

INSTALLATION OF NEW PROGRAMS

(3-5 days)

- Faculty and Community Action Team members will be involved in workshop at school in which educational alternatives selected by Community Action Team and agreed upon by Board will be installed. Teachers will hold open house for community to explain them.

- Expert help in learning to use new materials and methods.
- Demonstrations of using new techniques.

EVALUATION

(2-4 days plus. . .)

- Community Action Team members will be helped to use techniques of evaluation that will measure the degree of success the "new programs" have enjoyed. A written report will be produced.
- New plans will be formed based on these reports.

- The C.A.T. will have skills that are appropriate for assessing the new programs.
- Recommendations for attacking new problems.

Approximately 1 month | Approximately 1 month | Approximately 6-8 weeks | Approximately 2-3 months | Approximately 6 months

APPROXIMATELY 1 YEAR

Only through complete community involvement can the cooperative work-study programs succeed. Administrators' biggest needs are involving qualified resource people to serve on advisory committees for permanent placement opportunities and summer employment for teachers and students.

The ideal for any school or district to work toward would be for all the above-mentioned community components to be so involved with the school (and thus with each other) that it would be difficult to draw lines between groups.

Where career education has become the relevant focal point, many communities have now reached this idealistic point in other states. Alaska is beginning to view this concept with great receptivity as recently expressed in the Alaska State Vocational and Adult Education Teachers and Administrators Conference in Kenai.

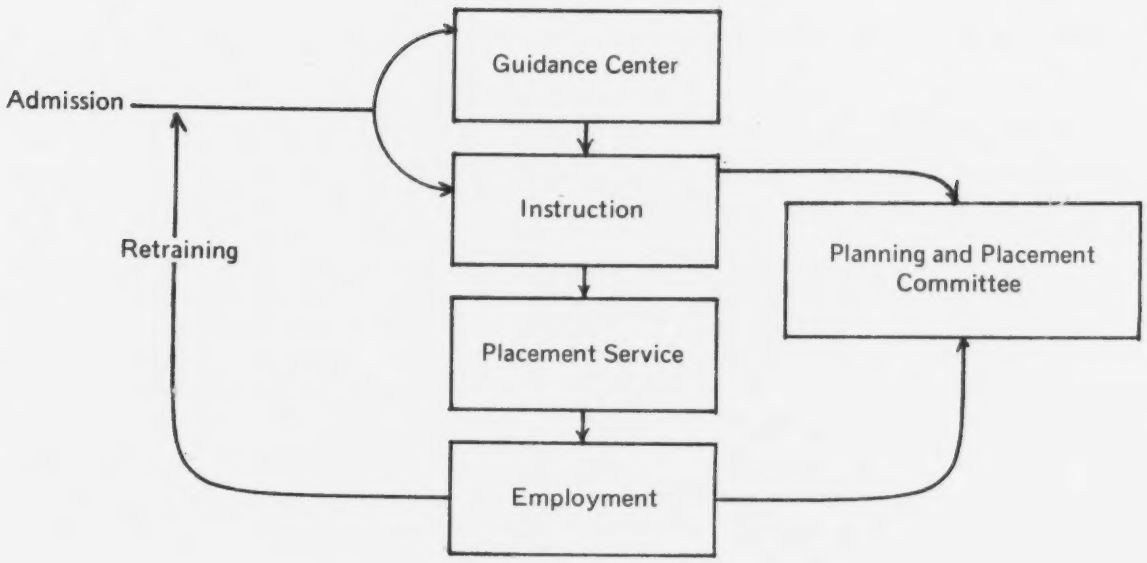
B. Organization and Program Development

Every success in our modern society must have a plan, an organization to implement the plan objectives, and a rationale for its development.

The "Community-Oriented Change Process Model" is an excellent involver for the people most difficult to involve—rural Alaskans.

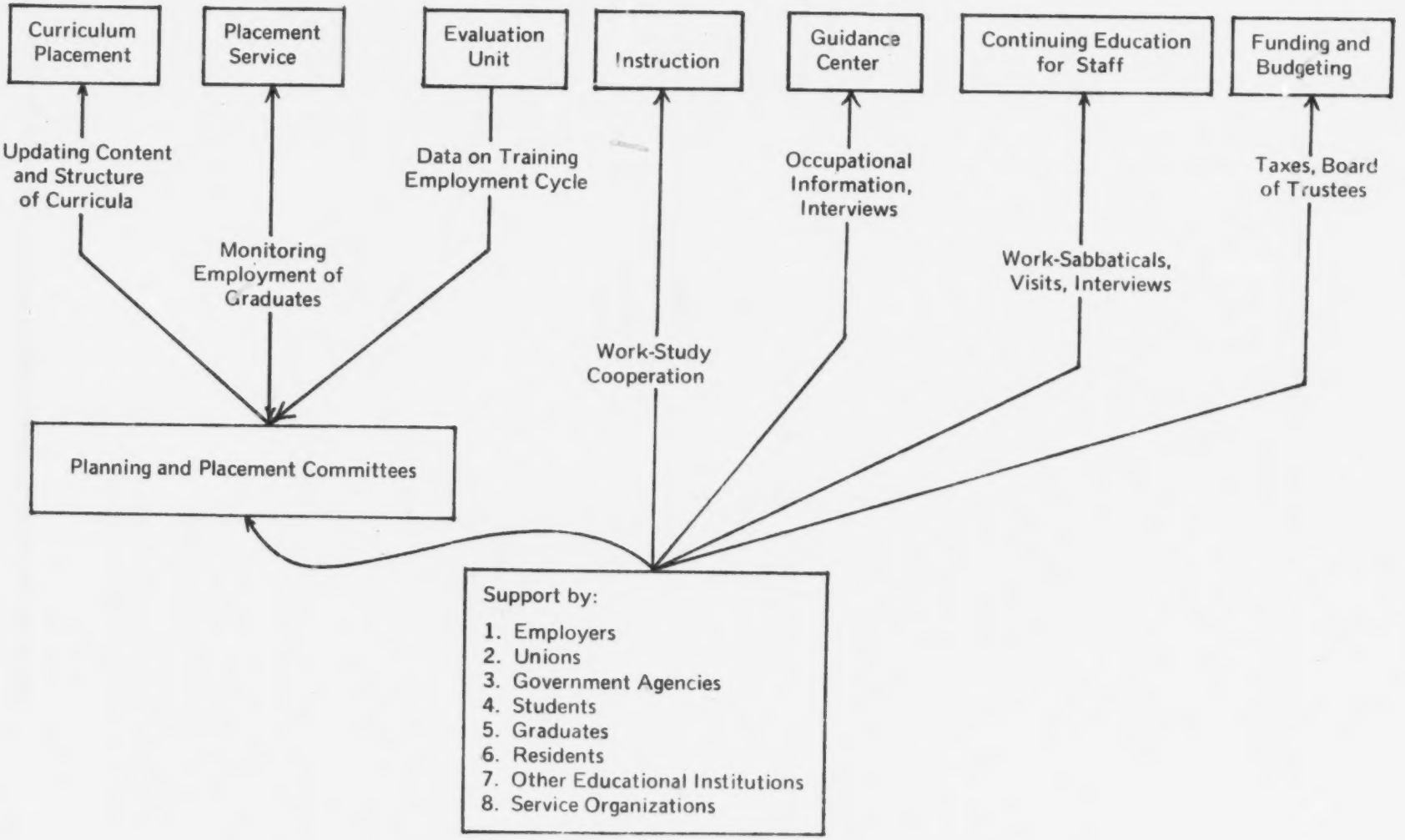
In larger schools and districts, the most important person on the staff may be the director (assistant superintendent, dean, or whatever title) of vocational research and planning. This would not be a typical "system" planning and research function but as a total community-oriented person with the ability to bring together relevant career education and all components of the community at large. This person could develop and coordinate the career guidance center and work with the feedback, program evaluation, and exchange information received from the community. All teachers, coordinators, and the director of vocational and adult education programs would be tied together in a well-organized, coordinated manner, with an information flow system being the channel for all results, studies, and evaluations. This could be the most extensive undertaking that education has ever made.

The flow charts on the following pages will indicate the procedures for a student or adult to reach a career development goal.



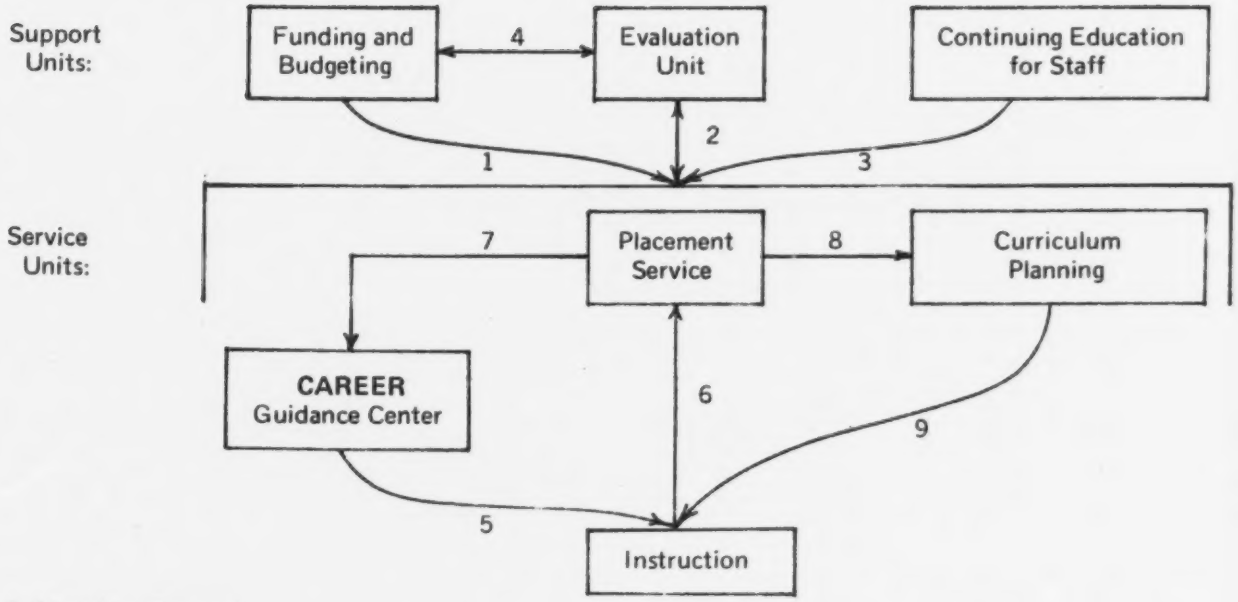
Student Participation in Occupational Education System

This flow chart will illustrate the community's participation in an occupational education program.



Community Participation in an Occupational Education Program

The following chart shows the functional relationships among occupational education sub-systems.



1 Monetary Support
2 Data Input and Feedback
3 Personnel Support
4 Cost Benefit Data
5 Training Decisions
6 Jobs for Students and Graduates
7 Retraining Decisions
8 Input on Employment Requirements
9 Specifications for Instructional Designers

Functional Relationships Among Occupational Education Sub-Systems

The program development for the community programs in career education is basically the same for large or small schools or districts. The number of staff required is dependent upon the student load and the amount of success with community integration.

It is easy to see that community involvement centers around the inter-relationships of students, residents, employers, unions, school administration and especially the director of vocational and adult education. Good school-community relations can be permanently cemented through these individuals and groups. The lack of information and understanding between citizens, school boards, and superintendents is often the outgrowth of lack of community participation as mentioned above. Organization of a workable plan as suggested in relevant, meaningful vocational career preparation courses could once again make the schools the popular center of community attraction and action.

C. Cooperative Education Programs

It is self-evident that formal instruction, blended with practical work experience, enhances the educational significance of both. This axiom of truth was the basis for the United States Congress to greatly expend cooperative and work experience education under the new Vocational Education Amendments of 1968.

For the students and community cooperative education has many values and advantages:

1. Advantages of Cooperative Vocational Education[1]

   a. Cooperative vocational education probably provides the most relevant curriculum and instruction for students with vocational goals because it is designed to respond to students' needs and occupational requirements.

   b. Cooperative vocational education provides for application of most vocational learnings because there is almost immediate opportunity for try-out in real-life situations.

   c. Cooperative vocational education provides balanced vocational preparation including manipulative and technical skills. It is sensitive to occupational adjustment and career development needs because of the continuous feedback from training sponsors and others.

   d. Cooperative vocational education is well equipped to prepare students with wide variances in abilities for a broad range of occupational fields. Its only limitation is the number of potential training stations available in an occupational field.

   e. Training more students than can be employed does not occur in cooperative vocational education because participation is limited to students who can be placed in cooperating training stations. There are other manpower control features such as the occupational survey and advisory committee.

   f. Close community relations are a necessity in cooperative vocational education because of its dependence on the community for job placement and on-the-job instruction.

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[1] *Guide for Cooperative Vocational Education*, United States Office of Education.

Relevance is the greatest concern of students in this generation. Institutions are in upheaval because of their unwillingness to meet the practical needs of many students. Excluding the violent radicals, many students are working hard to get an education that will make sense to their life situations in work and leisure.

Cooperative education programs fill a great need for students and teachers by providing a realistic view of the work world which may reduce and hopefully eliminate the artificial barriers between work and education.

2. Definition of Cooperative Vocational Education

There is a confusion of terms used in different sections of the 1968 Vocational Education Amendments, which should be made clear. "Cooperative Vocational Education Programs" includes "Work Experience" or "Work-Study" programs.

Cooperative vocational education is defined in Part G of the Vocational Education Amendments of 1968 as follows:

> *"...a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half-days, full-days, weeks, or other period of time in fulfilling the cooperative work-study (vocational education) program."*

The attention of educational administrators and vocational educators is called to the fact that the definition is given for purposes of Part G, and that this is the only definition of cooperative vocational education in the Act per se.

a. A General Definition of Cooperative Vocational Education

(1) Cooperative education is an arrangement for bringing relevancy to formal instruction through alternating employment in the community with classroom instruction. The term encompasses plans employing a wide variety of practices, policies, and procedures.

(2) The legal definition of cooperative vocational education contains the minimal requirements for reimbursement for this type of education which equals or exceeds the Federal requirements.

(3) The legal definition contains three criteria for cooperative vocational education

(a) Students must receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field.

(b) These two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his employability.

(c) Work periods and school attendance may be on alternate half-days, full-days, weeks, or other periods of time.

(4) Cooperative vocational education may be funded under two parts of the Vocational Education Amendments of 1968: Part B, "State Vocational Education Programs," and Part G, "Cooperative Vocational Education Programs." The purpose of Part G is to aid the states in expanding cooperative vocational education to include students in areas with high rates of school dropouts and youth unemployment.

(5) Since there are alternative objectives for local cooperative vocational education, some of which may conflict in program operation, choices should be made during the planning stage.

(6) In selecting program objectives, local planners should be fully aware of the vocational attitudes toward school.

(7) Vocational planners are strongly encouraged to heed the needs of special groups of students such as those with academic, cultural, and other handicaps.

D. Work Experience—The Center of Education

It is true that on-the-job work experience cannot only change a student's motivation to do well in school but in most cases solves the "now generation's" biggest problem, social and societal adjustment. It is hoped that the practical lessons of getting along with one's fellow man and responsible individual actions will be learned by all students sooner or later. In the case of later, much damage is often done to society and the student. These lessons, which are difficult to teach in a theoretical classroom are usually quickly learned in a job situation. The recompense of reward for work done and the observation of the real-life work world are known successful scientific factors of student adjustment and maturity.

Work experience is probably the best tool in education's hands to accomplish this. Some schools have made work experience the number one priority for all students regardless of vocational choice or lack of choice. Some companies do not like to hire under 18 years of age. However, in Alaska they can hire from age 16 on. There are many odd jobs the younger junior high and senior high school students can be encouraged to get.

In any case, students have the opportunity to explore many occupations. All creditable work experience programs in high school and community college provide school unit credit for the time worked.

Work experience coordinators should be hired in each high school and community college. They should be given realistic work loads to allow for their very time consuming task.

The school and other public agencies can hire "work-study" students on Federal funds under Part H of Public Law 90-576. The Federal funds will pay 80 percent with 20 percent being paid by the local school in actual dollars. Priorities are given to communities with high unemployment or dropout rates.

All forms and places of work experience are of great value to all students. Some schools are attempting to place every student in the school who desires employment.

Some of the goals and objectives of any school occupational program must be:

1. Goals

   School goals for occupational education are:

   a. To plan, develop, and operate instructional programs which will meet the needs of students in preparing for gainful employment.

   b. To provide for the involvement of business, industry, government, and community groups qualified to contribute to the planning and operational processes of occupational education programs.

   c. To coordinate program planning with community agencies and groups that are concerned with the design and operation of occupational education programs and the wise use of community resources.

   d. To provide facilities, equipment, supplies and instructional materials, staff, and supporting services that will assure quality occupational education programs geared to community needs.

   e. To provide for the prudent use of public funds by adding, deleting, and/or modifying courses, programs, and services that might be obsolete, or a duplication of similar programs or services offered by business, industry, or other community groups.

   f. To articulate and coordinate the academic and occupational education programs in a way that each will supplement and strengthen the relevancy and effectiveness of the other.

2. Objectives

   The functional objectives of occupational education are:

   a. To seek local and special funding for the support of quality occupational education programs.

   b. To research and survey general and specific needs of the community, students, and the labor market.

   c. To plan, develop, and operate classes and programs that will train and retrain persons for gainful employment and job advancement.

   d. To provide facilities, equipment, supplies, instructional materials, and staff that will meet the specific needs of each instructional program or course.

E. Industrial and Governmental Support and Evaluation

Industry, business and governmental agencies (local, State, and Federal) have repeatedly gone on record as wanting to be more involved in school training programs. Many successful schools in Alaska and around the nation have gotten them into the curriculum planning,

job placement functions, and evaluation programs. Where this is possible, it is highly recommended for many reasons mentioned under "Community Involvement."

Industry could aid the professional staffs in establishing true evaluation teams:

1. Evaluation

   a. Planned Activities

      (1) Develop the schools' pragmatic system of evaluation of ongoing vocational programs and services and the terminal product, (students and their job success).

      (2) Work toward the development of a controlled scientific system of program data collection and evaluation that can be programmed on the computer (for larger population areas).

      (3) Provide for follow-up studies of former students to determine the relevance and effectiveness of instruction to job requirements. Provide for student feedback.

      (4) Study advisory committee effectiveness and the opportunity given committees to be effective.

      (5) Determine if Federal, State, and community resources are being used to a maximum.

      (6) Where appropriate, use available research data on evaluation of the structure of a system for the schools.

      (7) Urge the Commissioner and State Board to develop a systems analysis method and supervisor for the local district to provide the data required for State reports.

      (8) Review school policies for planning, developing, and revising curricula materials.

      (9) Review resources available to the instructional staff for the acquisition of multi-media instructional materials.

      (10) Study the adequacy of ancillary services for the maintenance of effective programs of occupational education.

      (11) Provide for the strengthening of in-service training for instructors and administrators.

      (12) Provide for a major evaluation of each four-year high school and community college each five years to determine the effective use of funds from the State in programs, placement, and teaching staff. Provide one State vocational education staff and the vocational industry leaders and educators from Alaska schools to do the evaluation.

2. Advisory Boards

The use of industry, business, citizens, and government experts on advisory boards should involve them in:

a. Providing communications at the local level regarding the operation of programs.

b. Educating training sponsors as to how they fit into the program.

c. Participating in the planning of training agreements and evaluation report forms.

d. Assisting in the development of training stations.

e. Evaluating the effectiveness of cooperative vocational education programs.

f. Assisting in organizing and operating cooperative vocational education programs.

g. Review and make recommendations concerning course content and text material.

h. Serving as a liaison group between the school and the business community.

i. Develop "career clinics" to orient students to various occupational opportunities.

j. Providing instructional help through resource speakers, trade materials, occupational information, etc.

k. Working with labor and management groups at the local level to insure maximum involvement and cooperation.

l. Serving as a liaison group between the local committee and the State Advisory Council.

m. Assisting in determining the criteria and standards for measuring job performance of the student-trainee at the training station.

n. Providing public relations activity at the local level.

o. Assisting in solving problems regarding the programs that develop at the local level.

In brief, industry and government support can prove the difference between success and failure in a cooperative work experience program. It may also greatly lighten the load of the administrator who is not an expert in the area of vocational education. It is highly desirable that these resource people be used to the fullest.

F. Prospectus for a Sweeping Co-op Program of Education and Construction of Public Utilities, Housing, and Public Health Safety Facilities

Why did we include such a broad concept program in this plan? Because the people of Alaska desperately need it.

Of course, it could not be done by the Division of Vocational and Adult Education alone, but we believe it can be done. Many agencies, commissions, and departments would be involved in such a gigantic project for rural and urban Alaska.

Training would be the glue that would hold the entire project together and make it both economical and feasible. Not the normal institutional training and schooling as we think of it (though this would be part of the daily concept of achievement), but on-the-job community built pure water systems, sewage disposal plants, housing projects, and utilities could be built by natives and rural Alaskans in all communities.

Enough experts on the job to guide and train local help could provide a solution to the unemployment problems in rural Alaska. Combined financing by the State and Federal governments could make such a project a reality, if organized around a thorough training plan. Natives would not have to leave their communities. The work and the expert would go to them. It would not be a hand-out program, but done entirely by the labor of each community's hands.

The benefits of such a giant task are innumerable. Some are:

1. Self-dignity to the unemployed by providing work, not unemployment or welfare checks.

2. Health for Alaska's native and rural population which now (medical research reports) have a life expectancy of 37.4 years. A better living environment cannot help but improve the human condition.

3. Education in all of the trades and occupations mentioned and implied which could be used for the life of the learner, as Alaska will be 25 years or more completing these projects. All the skills learned can also be gainfully employed in other areas of society.

4. The great assist it would provide in integrating and strengthening different cultures. If one on a massive basis, some believe it could reduce this cross-cultural integration by 50 years.

5. It would motivate all citizens to continue education in basic language, culture, and occupational skills by making obvious the monetary value of such skills and abilities.

6. It would provide per capita income which would, in turn, reduce welfare costs and make each citizen a contributing member to the tax system which makes it all possible.

Obviously, much planning and work must go into such a plan, but it is long overdue and most of the information data on the needs, the identification of the communities, and the materials to accomplish the job are well known; albeit the information is in the possession of several diverse departments. It may be largely a coordination and education project.

This is mentioned in this plan because it is hoped the vision of possibility may be seen by the State Government, Legislature, and the citizens of every school district.

SECTION V

ESTABLISHMENT OF CAREER DEVELOPMENT CENTERS

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ESTABLISHMENT OF CAREER DEVELOPMENT CENTERS

A. The Design—A Career Development Center Complex

Career development systems should be designed and established in each major school system, district, regional school, and community college. Career guidance information will then be available throughout the education years, kindergarten through community college (K—14).

1. Occupational Information Systems Unit

   The career development unit would be composed of occupational information on-the-job classification of major fields as applicable to the national and State scene, but highly developed on the occupations in the regional area of the center's location.

   This unit would provide the students, teachers, counselors, community, and industry with illustrated information by means of video tapes with audio voice explanations on each career (occupations being grouped around the "Dictionary of Occupational Titles"), single concept film loops, films, tape slides, record slides, and updated printed materials, such as a library of books and pamphlets on different careers, open to students with or without training.

   Instructional units must be developed for career information at every learning level. Exploratory practice, in simulation, should begin in a limited way as early as kindergarten with industrial arts and pre-vocational training beginning no later than grade 7. The junior high school level is where the incipient dropout becomes actively noticeable. This point in time is, for all practical purposes, the last chance the school has to redirect and stabilize the potential dropout.

   The human resources inventory file (with names, addresses, social security numbers, and telephone numbers) annually updates to give students access to:

   a. People employed in the occupation of interest.

   b. People who are in charge of hiring for a company or industry who can explain the training needed for each occupation they employ and the pay, hours, and life style as well as benefits of each occupation, in other words, student access to first-hand information.

2. Vocational Counseling and Diagnostic Unit

   The imperatives of this unit are counseling, guidance, and diagnostic testing. This requires the full time of the counselor and elimination of the usual routine "time-killers" such as clerical work, filing, attendance, enrollment, etc., which effectively negate the true function of the critically needed expert service. Continuous reappraisal of each student is necessary to guide the student in the direction of his abilities and motivated desires—a balancing and rebalancing of these factors, as they change, must take place from grades 7—14. The counselor must interpret the test data, diagnose, refer him to the available materials in the development center, plan with the student, do research

in evaluating his performance, and guide him to program development. Guidance technicians, such as teachers' aides, should be employed to assist the counselors. Counselors should maintain a continuous in-service training play by use of the career development systems available as well as staying current with normal academic "lock-step" counseling procedures until such a time that these procedures can be eliminated. Students in group dialogue can be a valuable guidance resource when a counselor moderates. The rural regional native customs, ethnic heritage, and motivation necessary to help the student integrate into both native and non-native societies. He will live in both and probably work in both.

A social services person to meet special needs is also needed in this unit component. The function of this service would be to meet the social and psychological problems the student may have at home or in a dormitory which may affect his schooling.

3. Curriculum Development Unit

Occupational information changes as new occupations emerge and old ones phase out. Curriculum must not only change, but anticipate change if we are to avoid training people for unemployment. The curriculum development unit is the responsive nerve of the occupational information unit. As information indicates need, programs must be tailored to fulfill the new needs.

In addition to remaining responsive to industry and business needs, many students are in need of special short courses in remedial education to bring them up to the level of their classmates in certain subject areas. Flexibility and responsiveness are the keys to a successful curriculum development unit. At present, when we have a deficient situation developing with a group or even an occupational unit, we often "ride it out." This, of course, is a great waste of the students', teachers', and taxpayers' time and money.

Students can benefit by quick initiation of new occupational courses to fit their special needs. Coordination with major and minor industries in a region can produce gainful employment opportunities to the otherwise unemployable students. An otherwise welfare recipient can become an input to society by becoming a tax paying, self-supporting citizen.

Materials would be developed for each grade level by this unit. Career development learning packages for each grade (K—14) must be developed and disseminated to all rural teachers.

The "Community-Oriented Change Process Model" being developed by the Office of the Commissioner, Department of Education, could effectively use the school's career unit and the entire career development center in community involvement and corresponding upgradement.

An extremely important concept, along with the idea of "articulation" mentioned earlier, is that learning content must reflect a continuity in scope and depth between the secondary and post-secondary levels.

4. Rural Schools Career Unit

This unit would serve as the outreach arm of the career development center. The rural coordinator would assemble certain selective video tapes, audio-visual materials, and printed materials into a portable travel career development center library. Included in this portable package would be small software such as video amplifier, tape recorder, film projector, etc.

The field supervisor of this unit in each region would be totally service oriented in meeting the needs of rural teachers (K—12). He would travel from one village to another, on a scheduled itinerary. All students, schools, and teachers would have the same access to the career development center materials. By coordinated effort, a closely articulated progression from childhood views of occupations to a mature adult judgment could be reached by high school graduation.

5. Occupational Placement Unit

The purpose of this unit would be to:

a. Establish work experience and cooperative education programs for high school and community college students.

b. Provide labor market analysis to the career development center.

c. Carry out statistical evaluation.

d. Do employment follow-ups on all graduates for a period of five years.

e. Provide permanent employment placement service in either the local region or a larger urban area, such as Anchorage or Fairbanks.

f. Provide students with information and contracts with such agencies as the Small Business Administration for financial assistance to those wanting to begin a small business of their own.

6. Teacher In-Service Training Unit

The career development center will be the catalyst of the teacher model change process from the totally academic to the real-life situations of the work world. Teacher workshops and evaluation sessions, involving active and passive student participation will be valuable adjuncts to the teaching process. All the multimedia hardware would be present for the school administration to use in training teachers.

The staff could give the teachers a complete workshop run-through on each occupational area and, in turn, get teacher evaluations of the career guidance center information systems.

The management of learning comes from a teacher reservoir of skills in understanding how to aid in the process of human development. Good teaching is not the transference of knowledge, it is the facilitation of learning. The teacher is still the most listened

to counselor; therefore, all teachers must be prepared to guide students. It would be extremely difficult to do so without an understanding of "Occupational Life."

B. The Regional School

The regional school concept was born of a great need for reaching the vast spread-out group or rural (and city) Alaskans with relevant vocationally oriented, comprehensive education. The career development center in a regional school will be the key to unlock the constraints now imposed upon this goal.

As implied by the name, a regional school will serve a very large area. This larger area highlights the need for a career development learning system that will truly "reach out" to every village. This effort could go a long way toward equalizing the quality of education in rural and city areas.

Where no community college exists or does not offer vocational education opportunities, the regional school would continue the students' education in career preparation programs through grade 14. The various functions of the career development center design will be of critical importance here.

C. The Community College

The community college, normally thought of as post-high school grades 13 and 14, would serve the dual role of lower division university transfer courses and two-year vocational career preparation courses. The career development center would be especially significant in these decision years of a student. Probably no two years are as difficult as these for the student who, although school is no longer required, is faced with a world which places a high premium on expertise. The career development center will bring all its resources to bear upon solving the students' problems of decision and direction.

The community college could fully develop a more extensive career development center because of the higher maturity level of the students and their ability to self-learn through media resource instruction. The more extensive media operated career development center may offer the following services to the students and the teaching staff, (illustrated on the following page).

The career development center could house the entire multi-media resources for support services to students, faculty, and local residents.

MEDIA USE IN THE CAREER DEVELOPMENT CENTER

CAREER DEVELOPMENT

MEDIA

Distribution Network
25-50 Audio-Video Stations

Audio-Video Carrels

Telephone Lines (for use with Human Resource File)

Career Library Information

Slide Sets

Single Concepts 8mm Films

Career Films — 16mm

Curriculum Packages
By Grade Level

*Computer Dial-Up
(Self-Instruction)
(Video Instruction)

CAREER DEVELOPMENT CENTER

DIRECTOR

Rural Field Coordinator

Media Technologist

Career Counselors

Curriculum Developers

Work Experience Coordinator

INSTRUCTIONAL MEDIA

Film Service

Audio-Cartridge Decks

Video-TV Media Room

Microfilm Services
Microfiche

Production Transparency Work for Instructors
Graphic - Multi-Color

Reprographic Services
(Compile Instructional Materials for Faculty)

Photo-Copy
Photo-Duplication

Classroom Instructional TV

Technical Services to Classroom Equipment

Classroom Instructional Supplies

*Computer Dial-Up
(Self-Instruction)
(Video Instruction)

THE STUDENT

TEACHERS

*The Computer Dial-Up can be made available where a computer exists or numbers of students can justify the need. Both complete career print-out information on any career can be dialed into the computer or computer self-instructional packages could be developed for self-pacing study units.

D. Career Development Center—The Hub of a New Management of Human Resources System

Almost everyone in education and industry agrees we need a new "system" to break out of the traditional lock-step system our education process is bound in. The career development center, with all of its out-reach services, could revitalize and expand our entire educational resources system with the practical student and faculty support systems to redirect education into meaningful and dynamic channels of useful direction.

There is too much for any one teacher to know to accomplish the goals of any modern education system, without the support systems to aid them in meeting the true needs of their students.

The long accepted goal of educators is to prepare each student for responsible adulthood. Comprehensive education in communication, comprehension, computation, and coping abilities which thoroughly prepare him with employable skills that are salable in the economic marketplace of life, are of prime importance. The behavioral objectives of self-awareness, community awareness, decision-making, and self-action must be taught in kindergarten through grade 14.

Since career development includes all aspects of student self-development, such as self-image, social adjustment, citizenship, career work, and leisure time, it is a broad concept that demands special management to produce the maximum of each individual's personal resource.

To minimize "career development" at each educational level would be comparable to teaching a sky-diver all there is to know of sky-diving except how to pull the rip chord. Every individual is dependent upon the redirection of the educational system. The modern technological society and its people are interdependent. The traditional academic system must not be abolished, as some advocate, but it must be redirected into meaningful life-oriented curriculum. The student and society must be the source of every educational objective.

The career development center is to provide direction and redirection for each student. Changes requiring adaptation are occurring faster than the life cycle; with shorter change cycles and extended life cycles, the disparity is amplified.

People are affected by technological change. People adapt to it merely to survive. To do a credible job they anticipate and prepare for it, but to excel new goals, new concepts must be set if new products and services are produced.

In evolutionary changes, after-the-fact adaptations may suffice; with revolutionary changes, after-the-fact adaptation is marginally successful at best. When change is occurring at a geometric rate (ex. 2, 4, 8, 16, etc.) only those who are anticipating the next "change" will survive. Students must be prepared to live lives that are abreast of changes not yet made in society.

The career development center is broad in scope. It will provide laboratories for research, prediction, and innovation which will allow for development and discard. Thus for student, instructor, and society alike, designing instructional systems for uncertain contingencies is an immediate need. It must be a part of every school system.

SECTION VI

THE VOCATIONAL TEACHER TRAINING DESIGN

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THE VOCATIONAL TEACHER TRAINING DESIGN

A. The Need Now

Teacher training in vocational and adult education is of critical importance in Alaska. The reasons are many. In addition to an alarming increase in students who want career education courses and the necessity to increase course offerings to help meet the demands, Federal and other sources have increased funding by more than 600 percent over the past five years. What has not increased is the availability of trained vocational teachers.

The teachers are generally available with the necessary skills and knowledge to do an outstanding job if they were only trained to teach; however, the necessary teacher training courses are not yet available. Much thought is being given to solving the present teacher training need, the transition period just ahead, and the long-range teacher training design.

The critical problem now is the large demand for new teachers must be met, while the teaching requirements are changing for veteran and new teachers alike. In some states that are high in educational efficiency, master's degree equivalency is granted to teachers and supervisors when the person completes the required teaching courses and supervision courses as established by the office, in the state responsible for vocational education.

Most of Alaska's vocational teachers have degrees. At first, one may think this is highly necessary. In some areas the degree with practical experience is desirable, but in many areas the degree is not essential. Degrees are no fixed criteria to a teacher's success. Industry and business have thousands of experts who can be made into excellent teachers in their specialty area. The State and the University are responsible for recognizing this vast pool of human talent.

The need now is to implement a teacher training program in vocational education for the vast majority of teachers in Alaska who are teaching vocational education courses with little or no vocational education training. Many were former industrial arts teachers or business education majors with bachelor's or master's degrees and with little or no job experience or vocational education courses.

Teachers to Serve		Programs Needed
1. Non-degreed teachers	1.a.	Teacher's assistant
	1.b.	Associate arts in vocational education (as a minimum requirement for a permanent vocational education credential)
2. Degreed teachers (with or without a vocational major)	2.	BVE (bachelor of vocational education)

3.	Special curriculum track for:	3.	MVE for those holding BA or MA degrees
	a. Guidance counselors (to earn MVE in counseling and guidance)		
	b. Industrial arts teachers coming into vocational education		
	c. Adult basic education teachers		
	d. Administrative personnel (wishing to train for vocational education administration)	3.d.	Ed.D in administration of vocational education
	e. Current vocational teacher or specialized area teacher; i.e., business education, home economics, etc.	3.e.	Ed.D in administration of vocational education

1. The proposed teacher education design would be to utilize existing community college certificated in associate degree programs for under-graduate work with an expansion of these programs to a full four years in the near future.

2. That a department be created within the University system that would allow for all teacher education including home economics, trade and industrial education, industrial arts, business education, and all other proposed programs in the future to be included within this department.

3. That the department be established within the College of Education as it is felt quite strongly that the College of Education is responsible for teacher education on a statewide basis, and fragmentation of this program from the College of Education within the University system will be detrimental to the total teacher training process.

Division of Vocational and Adult Education

VOCATIONAL EDUCATION OPPORTUNITIES FOR ALASKANS

Cliff R. Hartman
Commissioner of Education

Office of Public Information & Publications
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